

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Barbara Unified School District

CDS Code: 42 76786 0000000

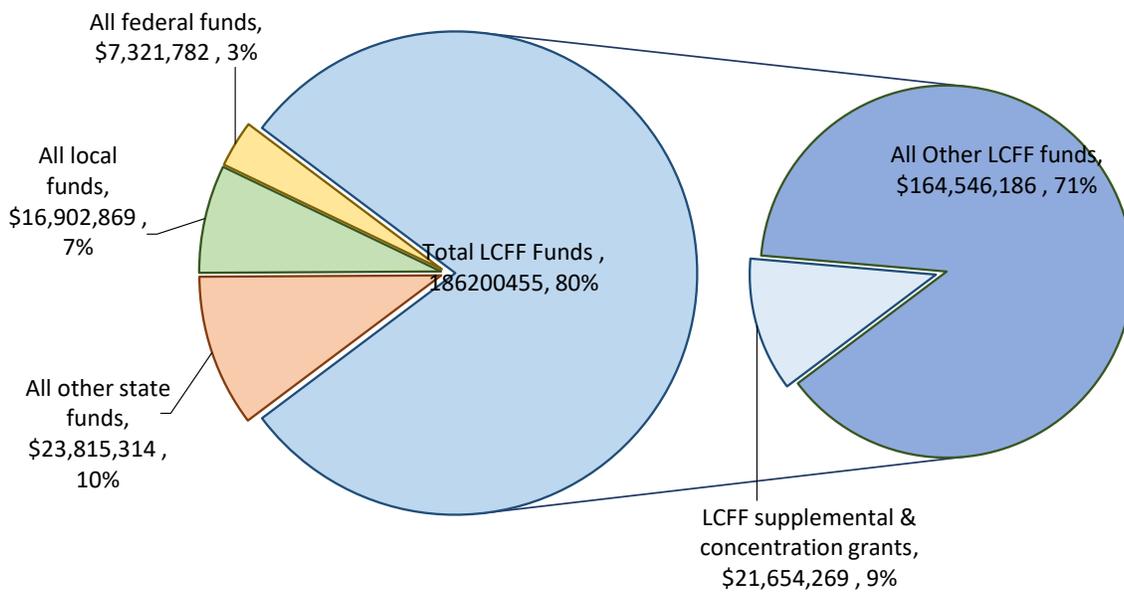
School Year: 2025-26

LEA contact information: Steve Venz, (805) 963-4338, svenz@sbunified.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

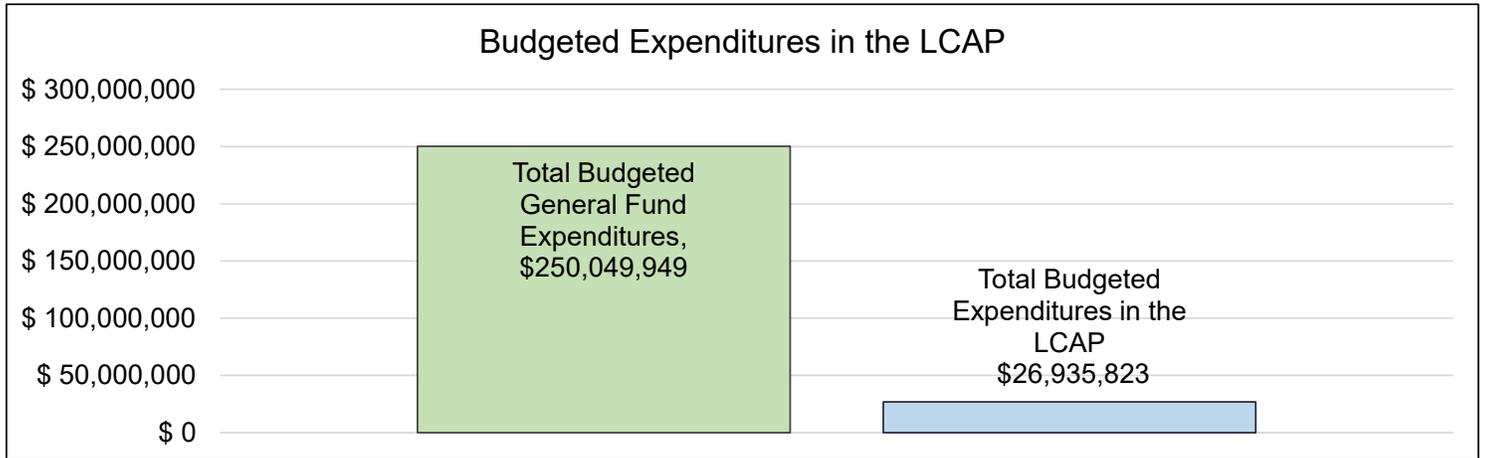


This chart shows the total general purpose revenue Santa Barbara Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Barbara Unified School District is \$234,240,420.00, of which \$186,200,455.00 is Local Control Funding Formula (LCFF), \$23,815,314.00 is other state funds, \$16,902,869.00 is local funds, and \$7,321,782.00 is federal funds. Of the \$186,200,455.00 in LCFF Funds, \$21,654,269.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Santa Barbara Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Barbara Unified School District plans to spend \$250,049,949.00 for the 2025-26 school year. Of that amount, \$26,935,823.00 is tied to actions/services in the LCAP and \$223,114,126.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

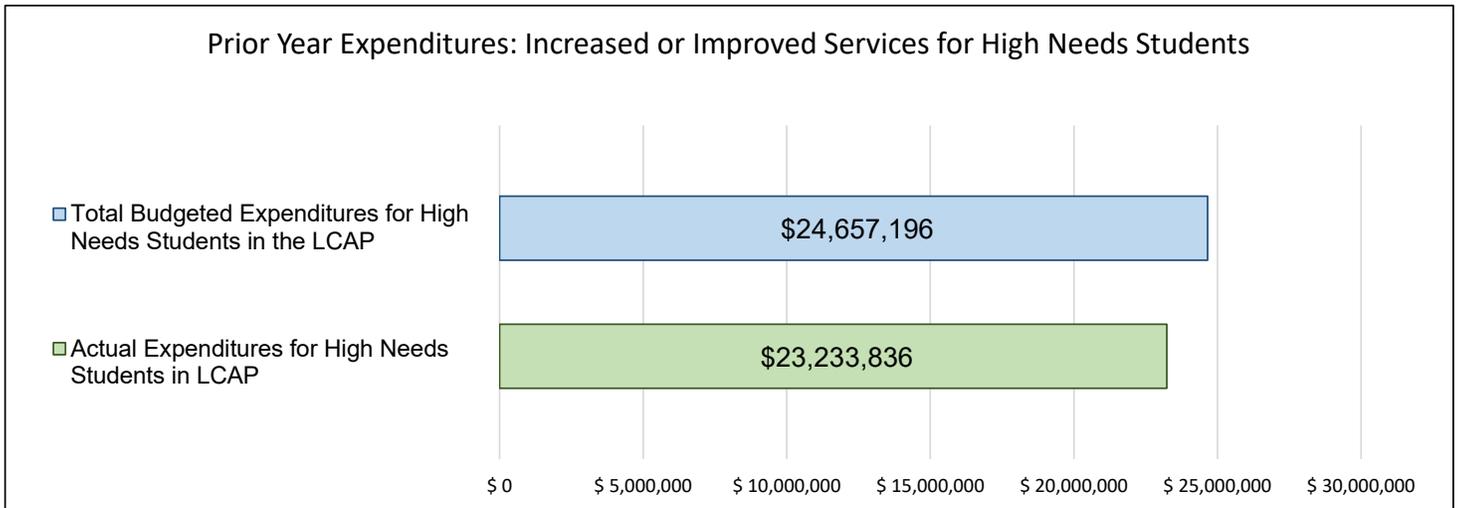
Core instructional curriculum and materials, salaries and benefits, administrative salaries and benefits, utility costs, maintenance and operation costs, base academic programs (including contracted services) and supplies.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Santa Barbara Unified School District is projecting it will receive \$21,654,269.00 based on the enrollment of foster youth, English learner, and low-income students. Santa Barbara Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Barbara Unified School District plans to spend \$23,211,544.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Santa Barbara Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Barbara Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Santa Barbara Unified School District's LCAP budgeted \$24,657,196.00 for planned actions to increase or improve services for high needs students. Santa Barbara Unified School District actually spent \$23,233,836.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of \$1,423,360.00 had the following impact on Santa Barbara Unified School District's ability to increase or improve services for high needs students:

In 2024–25, actual expenditures for actions and services to support high needs students were lower than budgeted due to several key positions remaining vacant for part or all of the year. These included the Secondary EML Instructional Support Specialist, Instructional Coach, Administrative Assistant, and Curriculum Specialists. Limited applicant pools and hiring delays contributed to gaps of 2–6 months or full-year vacancies. To mitigate impact, responsibilities were redistributed among existing staff, allowing the district to maintain core services including Tier II and Tier III supports for unduplicated student groups. Moving forward, SBUSD is prioritizing earlier hiring and improved monitoring to ensure timely implementation of services for our high needs students.



Santa Barbara Unified School District 2025-2026 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Barbara Unified School District	Steve Venz, Chief Operations Officer	svenz@sbunified.org (805) 963-4338 x6201

Plan Summary 2025-2026 General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Santa Barbara Unified School District (SBUSD) is dedicated to educating and serving *Every Child, Every Chance, Every Day*. Santa Barbara Unified School District (SB Unified) includes 18 district-operated schools, not counting charter schools.

9 Elementary Schools (PreK-6)

Adams ES, Cleveland ES, Franklin ES, Harding University Partnership School (UPS), McKinley ES, Monroe ES, Roosevelt ES, Santa Barbara Community Academy (SBCA), and Washington ES

4 Junior High Schools (7-8)

Goleta Valley JHS, La Colina JHS, La Cumbre JHS, Santa Barbara JHS

3 Comprehensive Senior High Schools (9-12)

Dos Pueblos SHS, San Marcos SHS, Santa Barbara SHS

1 Continuation High School (10-12)

La Cuesta Continuation High School

1 Alternative High School (9-12)

Alta Vista High School

2 Independent Charter Schools (TK-6)

Adelante Charter School, Peabody Charter Academy

1 Independent Charter School (TK-8)

Santa Barbara Charter School

The Santa Barbara Unified School District offers a diverse selection of choice programs in its elementary and secondary schools, aimed at fostering student interests and enhancing their academic experiences. At the elementary level, programs include International Baccalaureate, Core Knowledge, and Dual Language Immersion. In secondary education, students have the opportunity to delve into a wide range of educational options, such as Career Technical Education pathways, California Partnership Academies, the International Baccalaureate program, Dual Enrollment opportunities, Dual Language Immersion, Advancement Via Individual Determination (AVID), and the Program for Effective Access to College (PEAC). These offerings are designed to promote college and career readiness and provide students with meaningful, personalized learning experiences.

La Cuesta Continuation and Alta Vista High Schools are receiving LCFF Equity Multiplier funding.

Student Demographics for 2024-2025 (Not including Charter Schools)

Total Number of Students Enrolled: 11,981

Emergent Multilingual Learners (EMLs): 1,561

Long-Term EMLs or Long-Term ELs (LTELs): 102

Reclassified Fluent English Proficient (RFEP): 3,227

Foster Youth (FY): 18

Homeless Youth: 307

Special Education Students or Students with Disabilities (SWD): 1,674

Low-Income Students or Socioeconomically Disadvantaged (SED): 7,211

African American/Black: 79

American Indian/Alaska Native: 26

Asian: 286

Filipino: 42

Hispanic/Latino: 7,208

Pacific Islander: 7

White: 3,580

Two or more races: 465

Not Reported: 288

Total # of Preschool Students: 221

Staff: Total # of Certificated: 817

Total # of Classified: 742

Total # Management (Certificated & Classified): 84

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The Santa Barbara Unified School District (SBUSD) uses the California School Dashboard as a central tool for accountability and continuous improvement. The Dashboard offers a multi-measure view of school and district performance, helping SBUSD track progress, identify needs, and strengthen supports aligned to student outcomes. This data-informed approach reflects the district’s commitment to high-quality, responsive instruction for all students.

SBUSD’s continuous improvement efforts are aligned with the Multi-Tiered System of Support (MTSS). Data is used to guide Tier I instruction and implement targeted Tier II and Tier III interventions. Disaggregated data by student groups is used to identify areas of need and guide focused, intentional actions to improve outcomes for each and every student.

In addition to Dashboard indicators, SBUSD reviews CAASPP and California Alternate Assessment results for grades 3–8 and 11, alongside local assessments. In grades 1 and 2, the district uses the STAR Early Literacy, Reading, and Math assessments to monitor early academic readiness, particularly for at-promise students. In Grade 1, students typically begin with the STAR Early Literacy assessment to measure foundational skills such as phonemic awareness and phonics. As their decoding skills develop, they transition to the STAR Reading assessment. This transition is guided by a shared scaled score system that ensures continuity in progress monitoring. A common benchmark for this shift is a scaled score of 852, placing students in the “Probable Reader” category and indicating readiness for transitioning to the STAR Reading assessment.

These data tools support instructional planning, progress monitoring, and professional development, helping ensure that all students receive timely, differentiated support to succeed academically.

District Comparison: 2022–23 to 2023–24 CA Dashboard (Distance from Standard – DFS)

All SBUSD students in grades 3-8, 11 performance from 2022–23 to 2023–24

English Language Arts	-5.5 (23-24) from -6.1 (22-23)	(0.6 point gain)	Change Level: Maintained
Mathematics	-36.0 (23-24) from -37.4 (22-23)	(1.4 point gain)	Change Level: Maintained

Identified Areas of Growth by Student Groups

English Language Arts

	<u>2023-24</u>	<u>2022-23</u>		
Students with Disabilities:	-102.6	-108.6	(6.0 gain)	Change Level: Increased
Socioeconomically Disadvantaged Students:	-37.3	-40.7	(3.4 gain)	Change Level: Increased
Emergent Multilingual Learners:	-69.7	-72.5	(2.8 gain)	Change Level: Maintained
Hispanic/Latino	-39.5	-41.2	(1.8 gain)	Change Level: Maintained

Mathematics

	<u>2023-24</u>	<u>2022-23</u>		
Students with Disabilities:	-134.9	-139.9	(5.0 gain)	Change Level: Increased
Socioeconomically Disadvantaged Students:	-72.0	-73.6	(1.6 gain)	Change Level: Maintained
Homeless Students	-71.5	-76.1	(4.6 gain)	Change Level: Increased
Hispanic/Latino	-73.2	-73.7	(0.5 gain)	Change Level: Maintained

Identified Areas for Improvement by Student Groups

English Language Arts

	<u>2023-24</u>	<u>2022-23</u>		
Homeless Students	-53.8	-51.6	(2.2 decrease)	Change Level: Maintained
Long-Term Emergent Multilingual Learners	-128.9	-108.5	(20.4 decrease)	Change Level: Declined Significantly

Mathematics

	<u>2023-24</u>	<u>2022-23</u>		
Emergent Multilingual Learners	-93.9	-93.5	(0.4 decrease)	Change Level: Maintained
Long-Term Emergent Multilingual Learners	-165.3	-142.4	(22.9 decrease)	Change Level: Declined Significantly

District Comparison with State Average

Based on 2023-24, SBUSD, as measured by Distance From Standard (DFS), outperformed the State Average:

English Language Arts	SBUSD: -5.5 DFS	State: -13.2 DFS	SBUSD Exceeded by 7.7 points
Mathematics	SBUSD: -36.0 DFS	State: -47.6 DFS	SBUSD Exceeded by 11.6 points

The 2022-2023 Dashboard Required actions for Santa Barbara Unified demonstrate areas where the district performed at low levels of performance, with orange indicators in each area for English Learner Progress and Chronic Absenteeism. Of the 18 schools in SBUSD, eleven schools received the lowest performance level on one or more state indicators. Santa Barbara Unified had at least one student group performing at the red indicator level at 15 of 18 schools.

2023 CA Dashboard: Student Groups with Lowest Performance Level (Red Indicator)

ELA: Emergent Multilingual Learners, African American/Black Students

Math: African American/Black Students

College/Career (CCI): Emergent Multilingual Learners

Chronic Absenteeism (Chr Ab): Foster Youth, African American/Black Students

Graduation Rate: Students with Disabilities

2023 CA Dashboard: Schools with Lowest Performance Level (Very Low - Red Indicator)

ELA: Santa Barbara JHS

Suspension Rate (Sus Rate): La Cumbre JHS

ELPI: McKinley ES, Monroe ES, Roosevelt ES, SBCA, Washington ES, San Marcos HS, Santa Barbara HS

Chr Ab: Harding UPS, La Cumbre JHS

Graduation Rate: La Cuesta Continuation HS

College and Career Indicator: La Cuesta Continuation HS

2023 CA Dashboard: Student Groups in Schools with Lowest Performance Level (Red Indicator)

Franklin ES ELA: SWD	Harding UPS Chr Ab: His/Lat, White, EML, SWD, SED Sus Rate: SWD	McKinley ES ELA: EML ELPI: EL Chr Ab: Homeless	Monroe ES ELA: SWD Math: SWD ELPI: EML Chr Ab: White	Roosevelt ES ELPI: EML	SBCA ELA: EL ELPI: EML	Washington ES ELA: EML Math: EML ELPI: EML
Goleta Valley JHS Chr Ab: His/Lat, EML, SED Sus Rate: His/Lat, EML, SED			La Colina JHS Chr Ab: His/Lat, Two/More Races, EML, SED, SWD Sus Rate: EML, Homeless			
La Cumbre JHS ELA: EML Math: EML, SWD Chr Ab: His/Lat, White, EML, SED, SWD Sus Rate: His/Lat, EML, SED, SWD			Santa Barbara JHS ELA: His/Lat, EML, Homeless, SED, SWD Math: EML, SWD Chr Ab: White Sus Rate: SED, SWD			
Dos Pueblos HS ELA: SWD Math: EML, SWD	La Cuesta Continuation HS Graduation Rate: Hispanic, SED CCI: Hispanic, SED		San Marcos HS ELPI: EML CCI: EML		Santa Barbara HS ELPI: EML CCI: EML	

The Santa Barbara Unified School District is committed to improving Tiered Instruction, ensuring that every student has the opportunity to participate in rigorous, grade-level learning. Through ongoing professional development and instructional coaching, the district builds educator capacity and strengthens classroom practice. SBUSD emphasizes culturally responsive, student-centered, and whole-child approaches to accelerate learning and reduce the need for intensive interventions. Delivering high-quality Tier 1 instruction is essential for enhancing outcomes for Long-Term Emergent Multilingual Learners (LTELs), Emerging Multilingual Learners (EMLs), students experiencing homelessness, and those from socioeconomically disadvantaged backgrounds.

SBUSD continues to see positive gains for Emergent Multilingual Learners. In 2023–24, the district achieved a reclassification rate of 17%, exceeding the statewide average of approximately 13%. In addition, 46.9% of English Learners (EMLs) made significant strides by advancing at least one level on the English Learner Progress Indicator (ELPI), reaching a "Yellow" performance level and surpassing the state's average of 45.7%. This represents a 1.9 percentage point increase from the previous year. A dedicated site EML Lead, supported by a comprehensive districtwide EML data monitoring tool, guarantees timely interventions and streamlines the reclassification process. Designated ELD time is protected, and ongoing training in both Designated and Integrated ELD emphasizes consistent support for EMLs.

Chronic absenteeism remains a challenge. SBUSD's overall chronic absence rate in 2023-24 was 16.9%, below the state average of 18.6%. Despite advancements made, notable disparities remain evident: 23.3% of students experiencing homelessness were chronically absent (Red). Other groups categorized as Yellow included African American students at 17.5%, Long-Term English Learners (LTELs) at 18%, and English Learners with Moderate English Proficiency (EMLs) at 16.1%. The district is addressing this challenge with targeted support measures like home visits, student incentives, family education, and MTSS-based coordination. Deans, Program Managers, Mental Health Clinicians, and Youth Outreach Workers lead this initiative in close collaboration with Family Engagement Liaisons.

The 2023–24 California School Dashboard shows a suspension rate of 3.2%, an increase of 0.5 percentage points from last year. LTELs experienced a suspension rate of 10.9%, placing them in the Red performance category. Multiple groups fell into the Orange performance level: African American students at 7.2%, English Learners at 3.9%, Hispanic students at 4.2%, students experiencing homelessness at 5.2%, socioeconomically disadvantaged students at 4.4%, and students with disabilities at 6.6%. SBUSD uses the Panorama platform for universal screenings of students in grades 3–12 to assess their social-emotional and behavioral needs. This assessment is essential for guiding Tier II–III interventions, especially in secondary educational contexts. SEL curriculum is embedded in K–8 classrooms, supporting early intervention and student well-being.

Out of the 18 schools in SBUSD, six received Red performance levels on one or more indicators in the 2023–24 Dashboard. Multiple campuses feature student organizations that operate at the Red performance levels. These findings underscore the need for sustained, data-driven action to address disparities. SBUSD remains committed to closing achievement and engagement gaps through targeted supports, continuous progress monitoring, and systemwide accountability.

In 2024-25, Santa Barbara Unified expended the complete apportionment of the Learning Recovery Emergency Block Grant (LREBG) funds.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Eligibility for Differentiated Assistance and Targeted Improvement Efforts

The SBUSD School District qualifies for Differentiated Assistance under California Education Code due to the performance of Long-Term Emergent Multilingual Learners (LTELs) in English Language Arts, Mathematics, and Suspension Rates, as indicated in the 2024 California School Dashboard based on data from the 2023–24 academic year.

- In ELA, 202 LTELs scored 128.9 points below standard, a decline of 20.3 points from the previous year.
- In Mathematics, LTELs scored 165.3 points below standard, a decline of 22.9 points.
- 10.9% of LTELs were suspended at least once, a 2.3% increase, totaling 442 students.

In addition to being identified for Year 1 Differentiated Assistance due to outcomes for Long-Term English Learners (LTELs), the District was also identified for Year 2 Differentiated Assistance based on outcomes for African American students in English Language Arts, Mathematics, and Chronic Absenteeism.

To effectively address these outcomes, SBUSD is engaging in an extensive Differentiated Assistance process alongside the Santa Barbara County Education Office (SBCEO). This includes data reviews, root cause analysis, and planning of targeted support strategies. Meetings between SBUSD and SBCEO took place on August 12, 2024; January 30, 2025; March 31, 2025; April 24, 2025; and May 8, 2025. A plan is underway to apply and monitor tiered interventions, with a focus on targeted support for LTELs. This process is carefully crafted to align with the development timeline of the 2025-26 Local Control and Accountability Plan (LCAP), ensuring that recognized needs directly shape actions, services, and partner engagement. SBUSD will continue to coordinate with a designated SBCEO liaison and integrate site-level planning through Principal Leadership Team meetings.

Alongside its efforts to support Long-Term Emergent Multilingual Learners (LTELs), SBUSD is proactively implementing strategic initiatives to tackle the persistent achievement gaps impacting African American and Black students in English Language Arts (ELA) and Math. These efforts are informed by the insights gleaned from the data in the 2022-23 and 2023-24 Dashboards.

- Action 1.1 – Build educator and administrator capacity in tiered instruction and assessment
- Action 1.3 – Enhance teacher proficiency in high-quality Tier 1 ELA and Math instruction
- Action 1.4 – Strengthen Tier 2 instructional supports for unduplicated students through Curriculum Specialists
- Action 1.5 – Implement before/after-school Tier 2 and 3 ELA and Math interventions
- Action 1.6 – Expand Tier 2 math instruction at junior high and high school levels
- Action 1.7 – Reduce class size to improve individualized Tier 1 instruction
- Action 3.4 – Cultivate inclusive, equitable school environments that support student learning and wellness

These efforts reflect SBUSD’s continued commitment to closing equity gaps and improving outcomes for historically underserved student groups.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

La Cuesta Continuation High School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

La Cuesta Continuation High School has been identified for Comprehensive Support and Improvement (CSI) due to its low graduation rate, as determined by the California Department of Education (CDE). In response, the school is developing a CSI plan integrated within its School Plan for Student Achievement (SPSA), in alignment with the Local Control and Accountability Plan (LCAP) and in compliance with state and federal accountability requirements.

The SBUSD Assessment and Accountability Department formally notified La Cuesta of its CSI eligibility and is providing technical guidance on CDE criteria and expectations. The SPSA outlines measurable goals, evidence-based strategies, and targeted resource allocations to improve student outcomes. The plan is informed by a comprehensive needs assessment and ongoing collaboration with district leadership.

La Cuesta receives coordinated support from the departments of Family and Student Services, Educational Services, and Operations and Accountability. The principal, assistant principal, and site leadership team participate in:

- * Regular planning and implementation meetings with district staff
- * Ongoing check-ins with the Executive Director of Secondary Education
- * Targeted support sessions to address emerging needs

In 2024–25, SBUSD strengthened the SPSA development process to better align with district LCAP goals and provide clear guidance to sites identified for CSI. La Cuesta’s leadership worked closely with the School Site Council and district leaders to evaluate student needs and refine its plan accordingly.

Following SBUSD’s Cycle of Continuous Improvement, La Cuesta conducts a thorough annual analysis of academic, behavioral, wellness, and social-emotional data. Using the district’s MTSS data platform, the site disaggregates data by student group and prioritizes interventions based on real-time metrics. STAR diagnostic data and CAASPP summative results further inform the school’s strategies. Reports and progress updates are shared with Educational Services and presented to the Board of Trustees, ensuring transparency and accountability.

This structured approach equips La Cuesta to monitor implementation effectively, target supports where they are most needed, and improve graduation outcomes for all students.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

La Cuesta Continuation High School is actively implementing a Multi-Tiered System of Support (MTSS) to strengthen academic outcomes, improve student behavior, increase attendance, and support overall student well-being—all while cultivating a positive and inclusive school culture. Through an equity-centered Cycle of Inquiry, the school has evaluated current practices and identified key areas for improvement. This process now informs ongoing implementation and progress monitoring aligned with both the school's goals and the district's Local Control and Accountability Plan (LCAP).

Santa Barbara Unified School District (SBUSD) will support and monitor La Cuesta's improvement efforts through the following aligned strategies. These systems ensure La Cuesta's improvement strategies remain data-informed, equity-focused, and aligned with SBUSD's commitment to high-quality instruction and continuous improvement:

Quarterly Academic Data Reviews to identify achievement trends and inform responsive instruction

Professional Development Implementation Monitoring to assess the quality and impact of staff training

Instructional Walkthroughs to observe teaching practices and provide actionable feedback

Benchmark Assessments to track student growth toward academic targets

SPSA Implementation Reviews to ensure alignment and fidelity to the approved School Plan for Student Achievement

Targeted Student Group Monitoring focused on Emergent Multilingual Learners, Long-Term EMLs, students with disabilities, socioeconomically disadvantaged students, and other historically underserved populations.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parent Advisory Committee (PAC) for the LCAP	A total of 22 participants registered and were accepted as official PAC members. SBUSD convened four in-person Parent Advisory Committee (PAC) meetings on March 18, April 15, May 12, and May 28, 2025, each lasting 90 to 120 minutes.
Special Education Advisory Committee (SEAC)	On March 5, a SEAC meeting convened to discuss the needs of students with disabilities (SWD), specifically evaluating the district's progress in implementing the LCAP goals and actions for the 2024-2025 academic year. Furthermore, recommendations for the 2025-2026 LCAP were put forward.
Students, Staff, Parents/Guardians, and Community Members	LCAP surveys were digitally distributed to these educational partner groups between January 15-20, 2025. School sites actively promoted the survey through newsletters, meetings, and outreach. The survey was conducted anonymously to encourage genuine feedback. SB Unified received 1,662 responses.
Santa Barbara Teachers Association (SBTA)	Recommendations and additional information were provided for the 2025-26 LCAP at an SBTA Leadership Meeting March 10 and April 17, 2025.
CA Schools Employees Association (CSEA)	In the LCAP CSEA Leadership Meetings on April 14 and May 9, 2024, pivotal recommendations and additional insights were presented concerning the 2025-26 LCAP.
SB Special Education Local Plan Area (SELPA)	On January 30, 2025, at the Differentiated Assistance meeting, the Santa Barbara SELPA Leadership provided valuable recommendations and additional insights concerning the 2025-26 LCAP to the SB Unified leadership team. In addition, the SELPA Administrator provided additional 2025-26 LCAP consultation to SB Unified leadership on June 9, 2025.
School/District Administrators	From November 2024 to May 2025, SBUSD conducted an in-depth analysis of the 2024–25 LCAP data and gathered valuable feedback for the 2025–26 LCAP during its monthly Principal Leadership Team meetings. These discussions prioritized the alignment of each site's School Plan for Student Achievement (SPSA) with the district's overarching goals. During the District-Wide Leadership Team meetings from January to April 2025, certificated and classified management from across the district reviewed and provided valuable feedback on the LCAP data.

District Emergent Multilingual Learner Advisory Committee (DEMLAC)	The District Emergent Multilingual Advisory Committee (DEMLAC) has recently assessed the district's advancements in implementing the goals and actions specified in the 2024-2025 LCAP. They also provided insightful recommendations for the upcoming 2025-2026 LCAP. The first meeting occurred on March 19 to provide an overview of LCAP development, data, and receive input and recommendations. On March 16, we held our second meeting to collect valuable recommendations and input. On May 22, we presented the draft of our 2025-2026 LCAP Goals, Actions, and Expenditures and gathered valuable feedback.
Student Advisory Council	A meeting was held April 16 with members of the Student Advisory Council. The district's progress in implementing the LCAP goals and actions for the 2024-2025 academic year was reviewed. Recommendations were solicited for the 2025-26 LCAP.
SBUSD School District Board of Trustees	The school board is involved in the LCAP development, with monthly reports provided. A Public Hearing of the 25-26 LCAP draft will be held on June 10, 2025. The 2025-2026 LCAP adoption by SBUSD School Board will be June 24, 2025. During meetings, language access services (translation/interpretation) were made available for those requiring/requesting such accommodations.
La Cuesta Continuation, Alta Vista	Staff and educational partners at La Cuesta and Alta Vista Schools, both of which generate Equity Multiplier funds, actively participated in the development of the LCAP through a series of dedicated meetings. Input from School Leadership Teams (Feb 25, Mar 18, Apr 17) and School Site Council meetings (Jan 30, Mar 3, Apr 2, Apr 30), along with LCAP (Equity Multiplier) and SPSA (CSI) planning sessions (Dec 5, Jan 16, Mar 7, Apr 3), directly shaped the refinement of Goal 4. These meetings focused on analyzing performance data and aligning strategies with identified student needs. As a result, Goal 4 was significantly informed by site-level consultation, with a particular emphasis on implementation planning and the alignment of LCAP and SPSA actions to support targeted student groups.

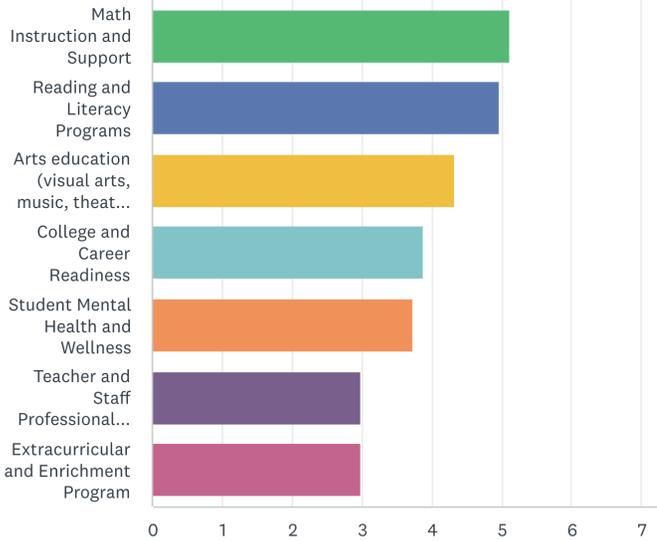
A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Recommendations were provided by the various education partners, which include the following:

Survey Results Highlighting the Most Prevalent Needs Identified by Participants

Goal 1: Academics

Which of the following areas should be the highest priority for investment during budget reductions? (Rank 1-7, with 1 being the highest priority)



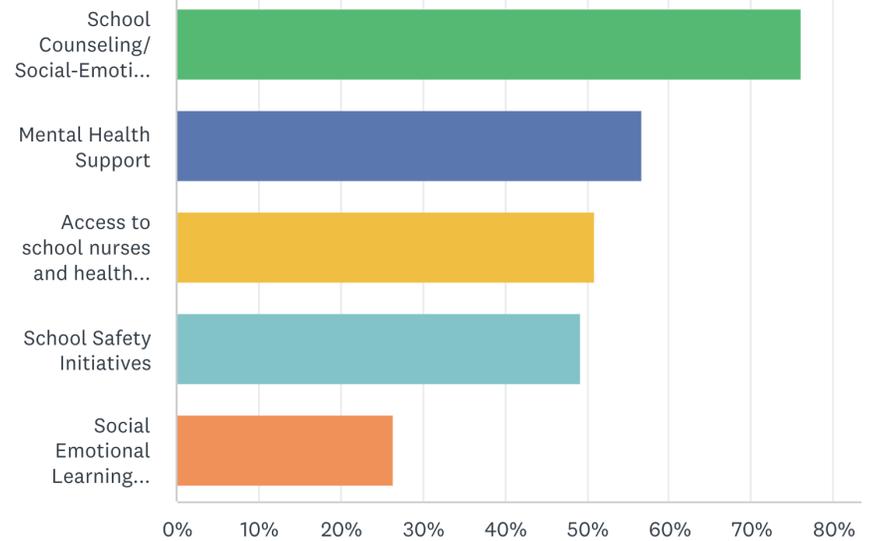
How important is it to you that the district continues to support college and career readiness initiatives? Rate 1-5 (5 is the most important)

3.9★
average rating



Goal 2: Behavior, Social-Emotional & Wellness
Goal 3: Culture & Climate

Which student wellness supports are most essential to maintain? (Select up to 3)



The 2025-26 Local Control and Accountability Plan (LCAP) for SBUSD was created through a thorough and inclusive process, drawing on insights from a wide array of educational partners. Throughout the entire school year, engagement activities were enriched by invaluable feedback from stakeholders, gathered through advisory committee meetings, leadership team discussions, district-wide surveys, and direct consultations with school sites and bargaining groups. This collaborative strategy ensures the plan reflects community values, elevates student voices, and addresses the district's key academic and wellness priorities.

The district held meetings with the Parent Advisory Committee (PAC), Special Education Advisory Committee (SEAC), and the District Emergent Multilingual Learner Advisory Committee (DEMLAC). Each committee offered valuable insights on program design, staffing priorities, and the importance of data transparency. SEAC emphasized the importance of family engagement, paraeducator retention, equitable staffing models, and improved access to Tier II/III interventions, while DEMLAC underscored the need for bilingual instructional support, AVID expansion, and improved access to translation/interpretation services across grade levels. PAC members strongly encouraged

the district to maintain critical academic interventions like Power Hour, safeguard essential reading literacy and math support programs, and ensure that site staffing aligns with outcomes and equity-based requirements.

The Student Advisory Council provided first hand feedback on the value of counseling, career exploration opportunities, and school culture. Students proposed a significant enhancement of internships and real-world experiences starting in junior high. They emphasized the importance of reinforcing counselor-student connections in 9th grade and advocated for the establishment of more structured avenues for providing feedback on teacher engagement and the overall school climate.

Throughout the year, district and site leadership teams convened to evaluate the progress of implementation initiatives. They provided recommendations for refinements aimed at enhancing student outcomes, all while navigating structural budget constraints. Leadership input informed considerations for role consolidation, service streamlining, and cross-site staffing solutions, such as merging overlapping roles, evaluating the impact of services, and transitioning some centralized support functions to embedded site models. Administrators underscored the importance of sustaining roles focused on early literacy and math interventions, while also ensuring that assistant principal assignments are appropriately aligned with site enrollment and the specific needs of students.

Labor partners, including SBTA and CSEA, provided critical input during multiple LCAP review meetings. SBTA supported preserving roles, on-site wellness centers, TK-2 classroom aides, and equitable caseload management for counselors and special education staff. The association also suggested reevaluating roles that lack clear performance metrics and prioritizing positions that are directly engaged with students in the classroom. CSEA emphasized the importance of support staff inclusion in intervention planning, the restoration of site-based Family Engagement Liaison positions, and clarity around role responsibilities and alignment with LCAP goals, particularly in the areas of CTE, language access, and behavioral support.

Goal 4 of the 2025–26 LCAP focuses on improving attendance, engagement, and graduation outcomes at La Cuesta Continuation and Alta Vista High Schools. While the district's graduation rate for socioeconomically disadvantaged students is 89.5%, La Cuesta's is just 32.5%, highlighting the need for targeted support. In response, SBUSD will implement focused strategies including expanded tutoring, academic interventions, and personalized college and career readiness resources. Increased access to wellness services, mental health support, and case management will also be prioritized. Supports will be tailored to meet the needs of Emergent Multilingual Learners, foster youth, homeless students, and students with disabilities. Through strengthened partnerships and responsive planning, SBUSD aims to close graduation gaps and ensure that students in alternative settings are equipped to succeed in college, career, and life.

In January 2025, over 1,600 community members responded to a districtwide anonymous survey. Their responses strongly supported maintaining academic intervention, mental health services, and college and career readiness programs, while placing relatively lower priority on centralized professional development and extracurricular enrichment. Community members also advocated for greater efficiency in staffing, thoughtful reductions to administrative overhead, and enhanced accountability in program implementation.

Throughout all engagement groups, several key themes emerged: the necessity of maintaining direct services for students, the commitment to equity-focused initiatives, and the need for systems to evolve in response to the changing requirements of each site. These collective insights not only influenced the design and content of the 2025-26 LCAP but also guided the district's approach to prioritizing funding, assessing impact, and communicating progress in the future. Through this cohesive engagement process, SBUSD has reinforced its dedication to truly listening, responding effectively, and prioritizing student outcomes in all facets of its planning and decision-making.

Goal 1

Goal #	Description	Type of Goal
1	Goal 1 Academics - Deliver an education to ensure every student, specifically Low-Income, Emergent Multilingual Learners, Homeless, Foster Youth, and Special Education students, meets grade-level standards and is prepared for college and career upon graduation.	Broad Goal

State Priorities addressed by this goal.

LCFF Priority 2: Implementation of State Standards LCFF Priority 4: Student Achievement LCFF Priority 5: Student Engagement
 LCFF Priority 7: Course Access LCFF Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

Providing a strong academic foundation is essential to preparing students for success in college, career, and life. SBUSD is dedicated to equipping all students with the essential knowledge and skills necessary to meet grade-level expectations and graduate prepared for their future college and career. To accomplish this, Goal 1 was established to address the academic needs of students who are most vulnerable to falling behind. This includes low-income students, Emergent Multilingual Learners, homeless youth, and those receiving special education services. This goal is grounded in student outcomes data and shaped by input from staff, students, and families. By implementing a Multi-Tiered System of Support (MTSS), SBUSD is dedicated to offering equitable, inclusive, and responsive academic opportunities for all students. Using the 2024-25 LCAP Metrics comparing 23-23 and 23-24 data, our students achieved the following results.

Students Meeting and Exceeding Standards on California Assessment of Student Performance and Progress (CAASPP)

by Grade Levels

CAASPP English Language Arts

The percentage of students Meeting and Exceeding Standards on the 2023-24 CAASPP ELA increased/decreased by:

	<u>22-23</u>	<u> 23-24</u>	
Grade 3	41.56%	47.22%	+5.66%
Grade 4	46.81%	37.47%	-9.34%
Grade 5	47.24%	46.28%	-0.96%
Grade 6	50.00%	50.88%	+0.88%
Grade 7	53.30%	52.42%	-0.88%
Grade 8	46.66%	50.16%	+3.5%
Grade 11	55.28%	51.22%	-4.06%

Grades 3, 6, and 8 showed gains in the percentage of students meeting or exceeding standards, with Grade 3 showing the largest improvement. Grades 4, 5, 7, and 11 saw declines, with Grade 4 having the most significant drop. Performance remained relatively stable in Grades 5, 6, and 7, with changes under 1%. The mixed trend suggests targeted attention may be needed in Grades 4 and 11, while maintaining and building on gains in Grades 3 and 8.

CAASPP Mathematics

The percentage of students Meeting and Exceeding Standards on the 2023-24 CAASPP Mathematics increased/decreased by:

	<u>22-23</u>	<u> 23-24</u>	
Grade 3	44.80%	54.30%	+9.5%
Grade 4	44.19%	41.29%	-2.9%
Grade 5	26.05%	31.27%	+5.22%
Grade 6	40.04%	36.58%	-3.46%
Grade 7	43.58%	41.87%	-1.71%
Grade 8	38.49%	43.28%	+4.79%
Grade 11	31.72%	32.34%	+0.62%

Grade 3 had the largest increase (+9.5%), showing strong early math progress. Grade 5 improved by 5.22%, a positive sign for upper elementary. Grade 8 also showed a notable gain of 4.79%. Grade 6 saw the largest decrease (-3.46%), and Grade 4 dropped by 2.9%, possibly indicating a need for targeted support.

Star Renaissance Early Literacy and Reading Local Data in Grade 1 and Grade 2

The percentage of students Meeting or Exceeding Standards on the 2023-24 and 2024-25 Star Early Literacy and Star Reading increased/decreased by:

Grade 1 STAR Early Literacy Assessment

23-24 | 24-25
Grade 1 49.2% | 46.4% -2.8%

Grade 1 STAR Reading Assessment

23-24 | 24-25
Grade 1 52.7% | 54.7% +2.0%

In Grade 1, students who demonstrate strong foundational reading skills on the STAR Early Literacy assessment transition to the STAR Reading assessment. From 2023–24 to 2024–25, the percentage of 1st graders taking the STAR Early Literacy assessment decreased by 2.8%, while the percentage assessed with STAR Reading increased by 2.0%. This is a positive trend, indicating that more students are progressing to advanced reading tasks earlier in the year, an encouraging sign of early literacy success.

Grade 2 STAR Reading Assessment

23-24 | 24-25
Grade 2 42.2% | 45.7% +3.5%

Star Renaissance Math Local Data in Grade 1 and Grade 2

The percentage of students Meeting or Exceeding Standards on the 2023-24 and 2024-25 Star Math increased/decreased by:

Grade 1 STAR Math Assessment

23-24 | 24-25
Grade 1 48.4% | 51.1% +2.7%

Grade 2 STAR Math Assessment

23-24 | 24-25
Grade 2 30.7% | 41.6% +10.9%

The percentage of students meeting or exceeding benchmarks on the STAR Math assessment increased in both Grade 1 (+2.7%) and Grade 2 (+10.9%) from 2023–24 to 2024–25, with a particularly strong gain in Grade 2.

Based on the 2023–24 CAASPP English Language Arts “Distance from Standard” on the California Dashboard

The CA Dashboard Change Levels show year-over-year progress in student performance. They range from **Increased Significantly** (strong improvement) to **Declined Significantly** (notable drop).

Change Level for Elementary Schools in English Language Arts

Increased Significantly: Franklin ES, Santa Barbara Community Academy ES
Increased: Cleveland ES, Harding University Partnership ES, Washington ES
Maintained: N/A
Declined: Adams ES, McKinley ES
Declined Significantly: Monroe ES, Roosevelt ES

Change Level for Junior High Schools in English Language Arts

Increased Significantly: Santa Barbara JHS
Increased: La Colina JHS
Maintained: La Cumbre JHS
Declined: Goleta Valley JHS
Declined Significantly: N/A

Change Level for Senior High Schools in English Language Arts

Increased Significantly: La Cuesta Continuation HS
Increased: San Marcos HS
Maintained: Alta Vista HS
Declined: Dos Pueblos HS, Santa Barbara HS
Declined Significantly: N/A

Based on the 2023–24 CAASPP Mathematics “Distance from Standard” on the California Dashboard

Change Level for Elementary Schools in Mathematics

Increased Significantly: Franklin ES, Santa Barbara Community Academy
Increased: Washington ES

Maintained: Adams ES, Cleveland ES, Harding Partnership Academy
Declined: McKinley ES, Monroe ES, Roosevelt ES
Declined Significantly: N/A

Change Level for Junior High Schools in Mathematics

Increased Significantly: N/A
Increased: La Cumbre JHS, Santa Barbara Junior JHS
Maintained: La Colina JHS
Declined: Goleta Valley JHS
Declined Significantly: N/A

Change Level for Senior High Schools in Mathematics

Increased Significantly: Alta Vista HS, San Marcos HS
Increased: Dos Pueblos HS, La Cuesta Continuation HS
Maintained: N/A
Declined: Santa Barbara HS
Declined Significantly: N/A

EML Reclassification Rates

Reclassification rates rose from 4.43% (20-21) to 6.32% (21-22) to 25.5% (22-23) and decreased to 17.0% (23-24). The high number of Reclassified Fluent English Proficient (RFEP) students in 2022-23 was a direct consequence of SBUSD not administering the ELPAC in the 2020-21 and 2021-22 school years.

The comprehensive focus across all grade levels has shaped the establishment of key initiatives under Goal 1, designed to address the academic needs of students at various educational stages. In alignment with SBUSD's Multi-Tiered System of Support (MTSS), these strategies aim to provide responsive, data-informed instruction that supports student achievement and closes equity gaps. The foundational work for these efforts has been completed, and full implementation and refinement are planned for the 2025–26 school year.

Several districtwide actions have been developed to support this goal:

1. Math support systems have been restructured to include small-group instruction and expanded before and after-school interventions. These structures, built using IXL diagnostic data, are designed to target instruction and monitor progress and will be fully operational in 2025–26.
2. A districtwide plan for evaluating, monitoring and enhancing English Language Development (ELD) instruction has been established. The new monitoring system will track the academic and linguistic progress of Emergent Multilingual Learners (EMLs) and targeted teacher training on dELD and iELD strategies will be delivered beginning in the 2025–26 school year.
3. The newly adopted *SB Unified Master Plan for EMLs* will guide the phased rollout, improving Designated and Integrated English Language Development instruction, strengthening systems of support for Secondary Newcomers, expanding Dual Language Immersion (DLI) programs, and strengthening World Language instruction, all aligned with SBUSD’s vision and mission for EMLs, including biliteracy goals in DLI and the State Seal of Biliteracy criteria.
4. A renewed focus on Tier I instruction will be supported by structured PLCs at both site and district levels. These PLCs will incorporate student work analysis, local assessments, and instructional planning to ensure coherence and rigor across classrooms.
5. Professional learning and instructional coaching systems have been aligned to support instructional consistency in ELA, ELD and Math. These supports will continue to evolve in 2025–26 to meet site-specific needs.
6. SBUSD has designed a robust model for Tier II and Tier III supports, including expansion of “Power Hour” for elementary and secondary schools, supported by push-in intervention staff. These services will be scaled in the upcoming year to better support unduplicated student groups.
7. After-school interventions have been restructured to launch earlier in the school year and will be fully staffed across sites to provide timely and impactful Tier II instruction beginning fall 2025.

To further support Emergent Multilingual Learners (EMLs) and Long-Term EMLs (LTEs), SBUSD will activate the following LCAP-funded actions:

Action 1.9 Comprehensive Capacity Building for Educators and Families in Support of Emergent Multilingual Learners (EMLs) Academic Achievement

Action 1.10 Enhance Targeted Support Systems for Language Acquisition and Interdisciplinary Literacy

The following Actions in Goal 1 address a school or student group within SBUSD or a student group in a school receiving the lowest performance level on one or more state indicators on the 2023 CA Dashboard as identified in this 2025-26 LCAP:

Metric	Location	Student Group	Actions
ELA	SBUSD	EMLs, AA/Black	1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 1.14
ELA	Franklin ES	SWD	1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.14
ELA	McKinley ES	EML	1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 1.10, 1.14
ELA	Monroe ES	SWD	1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.14
ELA	SBCA	EML	1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 1.10, 1.14
ELA	Washington ES	EML	1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 1.10, 1.14
ELA	La Cumbre JHS	EML	1.1, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14
ELA	Santa Barbara JHS	His/Lat, EML, Homeless, SED, SWD	1.1, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14
ELA	Dos Pueblos HS	SWD	1.1, 1.4, 1.5, 1.7, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14
Math	SBUSD	AA/Black	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8
Math	Monroe ES	SWD	1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.14
Math	Washington ES	EML	1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 1.10, 1.14
Math	La Cumbre JHS	EML, SWD	1.1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14
Math	Santa Barbara JHS	EML, SWD	1.1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14
Math	Dos Pueblos HS	EML, SWD	1.1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14
ELPI	McKinley ES	EML	1.1, 1.9, 1.10
ELPI	Monroe ES	EML	1.1, 1.9, 1.10
ELPI	Roosevelt ES	EML	1.1, 1.9, 1.10
ELPI	SBCA	EML	1.1, 1.9, 1.10
ELPI	Washington ES	EML	1.1, 1.9, 1.10
ELPI	San Marcos HS	EML	1.1, 1.9, 1.10
ELPI	Santa Barbara HS	EML	1.1, 1.9, 1.10
Graduation Rate	SBUSD	SWD	1.1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.13, 1.14
CCI	SBUSD	EML	1.1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14
CCI	San Marcos HS	EML	1.1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14
CCI	Santa Barbara HS	EML	1.1, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14

Goal 1 Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts CAASPP Distance from Standard (DFS) measures the distance from the lowest possible scale score within the Level 3 (i.e., Standard Met) on the Smarter Balanced Summative Assessments and the California Alternate Assessments.	2022-2023 <u>All Students: -6.1 (+11.1)</u> EML: -72.5 (-1.9) Foster: -68.3 (-4.2) Homeless: -51.6 (-3.0) SWD: -108.6 (+21.9) SED: -40.7 (+7.3) Afr.A/Black: -82.5 (-4.8) Asian: 74.6 (-8.3) Hisp/Latin: -41.2 (+7.6) White: 56.1 (+23.5)	2023-2024 <u>All Students: -5.5</u> EML: -69.7 LTEL: -128.9 Foster: * Data Not Shown Homeless: -53.8 SWD: -102.6 SED: -37.3 Afr.A/Black: -70.6 Asian: 61.1 Hisp/Latin: -39.5 White: 53.0		2025-2026 <u>All Students: 1.0</u> EML: -63.0 Foster: -60.0 Homeless: -48.0 SWD: -94.0 SED: -30.0 Afr.A/Black: -60.0 Asian: 68.0 Hisp/Latin: -32.0 White: 58.0	2023-2024 <u>All Students: +0.6</u> EML: +2.3 LTEL: -20.3 Foster: * Homeless: -2.2 SWD: +6.0 SED: +3.3 Afr.A/Black: +11.9 Asian: -13.5 Hisp/Latin: +1.8 White: -3.1
1.2	Mathematics CAASPP Distance from Standard (DFS) measures the distance from the lowest possible scale score within the Level 3 (i.e., Standard Met) on the Smarter Balanced Summative Assessments and the California Alternate Assessments.	2022-2023 <u>All Students: -37.4 (+16.2)</u> EML: -93.5 (+7.2) Foster: -64.3 (+3.5) Homeless: -76.1 (+2.2) SWD: -139.9 (+18.2) SED: -73.6 (+11.6) Afr.A/Black: -124.6 (-0.7) Asian: 74.9 (+9.4) Hisp/Latin: -73.7 (+12.3) White: 23.1 (+27.5)	2023-2024 <u>All Students: -36</u> EML: -93.9 LTEL: -165.3 Foster: * Data Not Shown Homeless: -71.5 SWD: -134.9 SED: -72 Afr.A/Black: -95.1 Asian: 63.7 Hisp/Latin: -73.2 White: 27.6		2025-2026 <u>All Students: -30.0</u> EML: -85.0 Foster: -55.0 Homeless: -65.0 SWD: -120.0 SED: -65.0 Afr.A/Black: -75.0 Asian: 70.0 Hisp/Latin: -65.0 White: 30.0	2023-2024 <u>All Students: +1.4</u> EML: -0.4 LTEL: -22.9 Foster: * Homeless: +4.6 SWD: +5.0 SED: +1.6 Afr.A/Black: +29.5 Asian: -11.2 Hisp/Latin: +0.5 White: +4.5
1.3	English Language Progress Indicator ELPI (EMLs Making Progress or maintaining 4 on ELPAC), including disaggregated for 15+ LTELs (NEW)	2022-2023 All EMLs: 45.1% LTEL: 50.7	2023-2024 All EMLs: 46.9% LTEL: 48.6		2025-2026 All EMLs: 57.0% LTEL: 30.0%	2023-2024 All EMLs: +1.7 LTEL: -2.0
1.4	Reclassification Rate EL Reclassification Rate, including disaggregated for 15+ LTELs (NEW)	2022-2023 EMLs: 25.5% LTELs: 9.3%	2023-2024 EMLs: 17.0% LTELs: 12.0%		2025-2026 EMLs: 28.5% LTELs: 19.2%	2023-2024 EMLs: -8.5 LTELs: +2.7

1.5	Percentage of LTEL Students LTEL percentage is the total number of students compared to Forever EMLs	2022-2023 7.1%	2023-2024 5.9%		2025-2026 4.0%	2023-2024 -1.3
1.6	Graduation Rate Four-Year Adjusted Cohort Graduation Rate	2022-2023 <u>All Students: 92.0% (-3.5)</u> EML: 72.7% (-14.8) Foster: Data Not Shown Homeless: 85.8% (-9.1) SWD: 72.6% (-11.9) SED: 72.7% (-14.8) Afr.A/Black: 100.0% (+0.0) Asian: 100.0% (+4.0) Hisp/Latin: 89.0% (-5.2) White: 95.2% (-1.4)	2023-2024 <u>All Students: 92.4%</u> EML: 77.6% Foster: * Data Not Shown Homeless: 89.7% SWD: 78.0% SED: 89.5% Afr.A/Black: 84.6% Asian: 93.0% Hisp/Latin: 90.1% White: 95.3%		2025-2026 <u>All Students: 93.5%</u> EML: 80.0% Foster: Data Not Shown Homeless: 90.5% SWD: 80.0% SED: 90.0% Afr.A/Black: 90.0% Asian: 95.0% Hisp/Latin: 91.0% White: 96.0%	2023-2024 <u>All Students: +0.4</u> EML: +4.9 Foster: * Homeless: +3.9 SWD: +5.4 SED: +16.8 Afr.A/Black: -15.4 Asian: -7.0 Hisp/Latin: +1.1 White: +0.1
1.7	College / Career Indicator (CCI) The CCI is based on students in the combined four- and five-year graduation rate (i.e., current four-year graduation cohort plus fifth year graduates from prior cohort).	2022-2023 <u>All Students: 57.2%</u> EML: 7.8% Foster: Data Not Shown Homeless: 35.2% SWD: 16.7% SED: 41.4% Afr.A/Black: 50% Asian: 80.4% Hisp/Latin: 39.4% White: 79.5%	2023-2024 <u>All Students: 60.7%</u> EML: 16.2% Foster: * Data Not Shown Homeless: 35.5% SWD: 18.8% SED: 46.7% Afr.A/Black: 61.5% Asian: 86.0% Hisp/Latin: 45.1% White: 81.5%		2025-2026 <u>All Students: 66.0%</u> EML: 22.0% Foster: 30.0% Homeless: 40.0% SWD: 25.0% SED: 52.0% Afr.A/Black: 68.0% Asian: 88.0% Hisp/Latin: 52.0% White: 84.0%	2023-2024 <u>All Students: +3.5</u> EML: +8.4 Foster: * Homeless: +0.3 SWD: +2.1 SED: +5.3 Afr.A/Black: +11.5 Asian: +6.5 Hisp/Latin: +5.7 White: +2.0

1.8	CTE Pathway Completion: Students in the combined four- and five-year graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course	2022-2023 All Students: 38.7% EML: 20.0% Foster: Data Not Shown Homeless: 32.8% SWD: 29.4% SED: 29.9% Afr.A/Black: 50% Asian: 53.7% Hisp/Latin: 36.1% White: 39.3%	2023-2024 <u>All Students: 38.6%</u> EML: 20.8% Foster: * Data Not Shown Homeless: 38.7% SWD: 22.5% SED: 38.6% Afr.A/Black: 37.5% Asian: 45.9% Hisp/Latin: 41.3% White: 35.6%		2025-2026 <u>All Students: 40.5%</u> EML: 24.0% Foster: Data Not Shown Homeless: 40.0% SWD: 27.0% SED: 41.0% Afr.A/Black: 44.0% Asian: 50.0% Hisp/Latin: 43.0% White: 38.0%	2023-2024 <u>All Students: -0.1</u> EML: +2.0 Foster: * Homeless: +5.9 SWD: -6.9 SED: +8.7 Afr.A/Black: -12.5 Asian: -7.8 Hisp/Latin: +5.2 White: -3.7
1.9	Graduates Meeting UC/CSU Requirements: Students in the combined four- and five-year graduation rate by student group who met the University of California (UC) or California State University (CSU). A-G criteria with a grade of C or better (or Pass).	2022-2023 <u>All Students: 63.0%</u> EML: 18.3% Foster: Data Not Shown Homeless: 44.8% SWD: 23.3% SED: 50.2% African A./Black: 75.0% Asian: 82.4% Hispanic/Latino: 49.0% White: 78.0%	2023-2024 <u>All Students: 60.3%</u> EML: 19.5% Foster: * Data Not Shown Homeless: 37.1% SWD: 24.2% SED: 47.6% Afr.A/Black: 72.7% Asian: 87.5% Hisp/Latin: 47.0% White: 76.0%		2025-2026 <u>All Students: 64.0%</u> EML: 22.5% Foster: Data Not Shown Homeless: 42.0% SWD: 27.0% SED: 52.0% African A./Black: 76.0% Asian: 88.0% Hispanic/Latino: 52.0% White: 78.0%	2023-2024 <u>All Students: -2.7</u> EML: +1.2 Foster: * Homeless: -7.7 SWD: +0.9 SED: -2.6 Afr.A/Black: -2.3 Asian: +5.1 Hisp/Latin: -2.0 White: -2.0
1.10	Scored 3 or Higher on the Advanced Placement Exams: Students in the combined four- and five-year graduation rate by student group who scored 3 or higher on Advanced Placement exams.	2022-2023 <u>All Students: 31.3%</u> EML: 10.0% Foster: Data Not Shown Homeless: 4.2% SWD: 20.6% SED: 15.7% African A./Black: 16.7% Asian: 58.5% Hispanic/Latino: 14.9% White: 39.0%	2023-2024 <u>All Students: 28.2%</u> EML: 0.0% Foster: * Data Not Shown Homeless: 9.4% SWD: 5.0% SED: 15.7% African A./Black: 12.5% Asian: 45.9% Hispa/Latino: 13.8% White: 38.5%		2025-2026 <u>All Students: 32.0%</u> EML: 5.0% Foster: Data Not Shown Homeless: 12.0% SWD: 12.0% SED: 20.0% African A./Black: 18.0% Asian: 55.0% Hispanic/Latino: 18.0% White: 41.0%	2023-2024 <u>All Students: -3.1</u> EML: -10.0 Foster: * Homeless: +5.2 SWD: -15.6 SED: 0.0 African A./Black: -4.2 Asian: -12.6 Hispa/Latino: -1.8 White: -0.5

1.11	Met UC/CSU Requirements and CTE Pathway Completion in at least one CTE Pathway	2022-2023 <u>All Students: 21.5%</u> EML: 2.3% Foster: Data Not Shown Homeless: 12.2% SWD: 3.4% SED: 13.2% African A./Black: 33.3% Asian: 37.3% Hispanic/Latino: 14.4% White: 29.7%	2023-2024 <u>All Students: 20.9%</u> EML: 3.2% Foster: Data Not Shown Homeless: 11.9% SWD: 3.6% SED: 15.6% Afr.A/Black: 30.8% Asian: 39.5% Hisp/Latin: 16.0% White: 26.5%		2025-2026 <u>All Students: 24.0%</u> EML: 5.0% Foster: Data Not Shown Homeless: 14.0% SWD: 5.0% SED: 18.0% African A./Black: 35.0% Asian: 42.0% Hispanic/Latino: 18.5% White: 30.0%	2023-2024 <u>All Students: -0.6</u> EML: +0.9 Foster: * Homeless: -0.3 SWD: +0.2 SED: +2.4 Afr.A/Black: -2.5 Asian: +2.2 Hisp/Latin: +1.6 White: -3.2
1.12	Seal of Biliteracy Achievement Four-Year Adjusted Cohort Graduation Rate	2022-2023 <u>All Students: 11.5%</u> EML: 2.2% Foster: Data Not Shown Homeless Youth: 14.5% SWD: 3.3% SED: 10.3% African A./Black: 8.3% Asian: 5.9% Hispanic/Latino: 10.6% White: 12.0%	2023-2024 <u>All Students: 15.3%</u> EML: 8.0% Foster: * Data Not Shown Homeless: 19.5% SWD: 3.6% SED: 15.8% African A./Black: 0% Asian: 25.0% Hisp/Latino: 19.2% White: 9.0%		2025-2026 <u>All Students: 18.0%</u> EML: 12.0% Foster Youth: 10.0% Homeless Youth: 22.0% SWD: 5.0% SED: 18.0% African A./Black: 5.0% Asian: 27.0% Hispanic/Latino: 23.0% White: 12.0%	2023-2024 <u>All Students: +5.6</u> EML: +5.8 Foster: * Homeless: +5.0 SWD: +0.3 SED: +5.5 African A./Black: -8.3 Asian: +19.1 Hisp/Latino: +8.6 White: -3.0
1.13	Panorama Student Survey Data	2023-24 Rigorous Expectations (favorable responses for students feeling their teachers hold them to high expectations) Grades 3–6: 81% Grades 7-12: 59%	2024-25 Rigorous Expectations (favorable responses for students feeling their teachers hold them to high expectations) Grades 3–6: 79% Grades 7-12: 62%		2026-27 Rigorous Expectations (favorable responses for students feeling their teachers hold them to high expectations) Grades 3–6: 84% Grades 7-12: 67%	2024-25 Rigorous Expectations (favorable responses for students feeling their teachers hold them to high expectations) Grades 3–6: -2 Grades 7-12: +3

1.14	<p>Implementation of Academic Standards including EMLs have access to ELD and core</p>	<p>2023-2024 Local Indicator Standard Met</p> <p>Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. ELA, ELD, Mathematics, NGSS, and History-Social Science = 5- Full Implementation and Sustainability Progress</p> <p>Implementing each of the following academic standards adopted by the state board for all students. Career Technical Education, Health Education Content Standards, Physical Education Model Content Standards, Visual and Performing Arts, World Language = 5- Full Implementation and Sustainability</p>	<p>2024-2025 Local Indicator Standard Met</p> <p>Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. ELA, ELD, Mathematics, NGSS, and History-Social Science = 5- Full Implementation and Sustainability Progress</p> <p>Implementing each of the following academic standards adopted by the state board for all students. Career Technical Education, Health Education Content Standards, Physical Education Model Content Standards, Visual and Performing Arts, World Language = 5- Full Implementation and Sustainability</p>		<p>2026-2027 Local Indicator Standard Met</p> <p>Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. ELA, ELD, Mathematics, NGSS, and History-Social Science = 5- Full Implementation and Sustainability Progress</p> <p>Implementing each of the following academic standards adopted by the state board for all students. Career Technical Education, Health Education Content Standards, Physical Education Model Content Standards, Visual and Performing Arts, World Language = 5- Full Implementation and Sustainability</p>	<p>2024-2025 Local Indicator Maintained</p>
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1.15	Access to a Broad Course of Study	2023-2024 Local Indicator Standard Met	2024-2025 Local Indicator Standard Met		2026-2027 Local Indicator Standard Met	2024-2025 Local Indicator Maintained
		<p>2023-2024 TK-6th Grade Students receive Music, Visual Arts, STEAM, and PE instruction in all elementary schools.</p> <p>100% 5th Gr.Participation with the Physical Fitness Test (PFT)</p> <p>2022-2023 "Graduates Meeting UC/CSU Requirements" measures students receiving a comprehensive education that prepares them for college and career opportunities, ensuring equitable access to a broad course of study aligned with UC/CSU admission requirements. Graduates Meeting UC/CSU Requirements</p> <p><u>All Students: 63.0%</u> EML: 18.3% Foster: Data Not Shown Homeless: 44.8% SWD: 23.3% SED: 50.2% African A./Black: 75.0% Asian: 82.4% Hispanic/Latino: 49.0% White: 78.0%</p>	<p>2024-2025 TK-6th Grade Students receive Music, Visual Arts, STEAM, and PE instruction in all elementary schools.</p> <p>100% 5th Gr.Participation with the Physical Fitness Test (PFT)</p> <p>2023-2024 "Graduates Meeting UC/CSU Requirements" measures students receiving a comprehensive education that prepares them for college and career opportunities, ensuring equitable access to a broad course of study aligned with UC/CSU admission requirements. Graduates Meeting UC/CSU Requirements</p> <p><u>All Students: 60.3%</u> EML: 19.5% Foster: * Data Not Shown Homeless: 37.1% SWD: 24.2% SED: 47.6% Afr.A/Black: 72.7% Asian: 87.5% Hisp/Latin: 47.0% White: 76.0%</p>		<p>2026-2027 TK-6th Grade Students receive Music, Visual Arts, STEAM, and PE instruction in all elementary schools.</p> <p>100% 5th Gr.Participation with the Physical Fitness Test (PFT)</p> <p>2025-2026 "Graduates Meeting UC/CSU Requirements" measures students receiving a comprehensive education that prepares them for college and career opportunities, ensuring equitable access to a broad course of study aligned with UC/CSU admission requirements. Graduates Meeting UC/CSU Requirements</p> <p><u>All Students: 75.0%</u> EML: 22.0% Foster Youth: Data Not Shown Homeless: 40.0% SWD: 27.0% SED: 52.0% African A./Black: 76.0% Asian: 89.0% Hispanic/Latino: 52.0% White: 78.0%</p>	

1.16	1st Grade Early Literacy Assessment (Winter)	2023-2024 <u>All Grade 1: 49.2%</u> EML: 43.4% RFEP: 80.0% Homeless/Foster: N/A SWD: 43.8% SED: 44.7% Afr.A/Black: 100.0% Asian: 100.0% Hisp/Latin: 47.9% White: 56.3%	2024-2025 <u>All Grade 1: 46.4%</u> EML: 21.7% RFEP: 83.3% Homeless/Foster: 50.0% SWD: 27.0% SED: 39.6% Afr.A/Black: 33.3% Asian: N/A Hisp/Latin: 41.0% White: 88.5%		2026-2027 <u>All Grade 1: 52%</u> EML: 35% RFEP: 85% Homeless/Foster: 55% SWD: 35% SED: 45% Afr.A/Black: 50% Asian: 100% Hisp/Latin: 48% White: 75%	2024-2025 <u>All Grade 1: -2.8</u> EML: -21.7 RFEP: +3.3 Homeless/Foster: * SWD: -16.8 SED: -5.1 Afr.A/Black: -66.7 Asian: * Hisp/Latin: -6.9 White: +32.2
1.17	1st Grade Star Reading Assessment (Winter)	2023-2024 <u>All Grade 1: 52.7%</u> EML: 33.9% RFEP: 68.8% Homeless/Foster: N/A SWD: 65.0% SED: 50.0% Afr.A/Black: 100.0% Asian: N/A Hisp/Latin: 46.7% White: 61.1%	2024-2025 <u>All Grade 1: 54.7%</u> EML: 19.1% RFEP: 61.3% Homeless/Foster: 23.1% SWD: 35.3% SED: 42.8% Afr.A/Black: 33.3% Asian: 100.0% Hisp/Latin: 42.6% White: 75.8%		2026-2027 <u>All Grade 1: 57%</u> EML: 30% RFEP: 65% Homeless/Foster: 25% SWD: 45% SED: 48% Afr.A/Black: 45% Asian: 70% Hisp/Latin: 48% White: 72%	2024-2025 <u>All Grade 1: +2.0</u> EML: -14.8 RFEP: -7.5 Homeless/Foster: * SWD: -29.7 SED: -7.2 Afr.A/Black: -66.7 Asian: * Hisp/Latin: -4.1 White: +14.7
1.18	2nd Grade Star Reading Assessment (Winter)	2023-2024 <u>All Grade 2: 42.2%</u> EML: 17.7% RFEP: 73.1% Homeless/Foster: N/A SWD: 20.9% SED: 32.1% Afr.A/Black: N/A Asian: 50.0% Hisp/Latin: 34.2% White: 60.5%	2024-2025 <u>All Grade 2: 45.7%</u> EML: 15.5% RFEP: 48.1% Homeless/Foster: 19.4% SWD: 31.8% SED: 33.9% Afr.A/Black: 100.0% Asian: 100.0% Hisp/Latin: 33.2% White: 73.2%		2026-2027 <u>All Grade 2: 49%</u> EML: 25% RFEP: 58% Homeless/Foster: 22% SWD: 36% SED: 39% Afr.A/Black: 65% Asian: 70% Hisp/Latin: 38% White: 70%	2024-2025 <u>All Grade 2: +3.5</u> EML: -2.2 RFEP: -25.0 Homeless/Foster: * SWD: +10.9 SED: +1.8 Afr.A/Black: * Asian: +50.0 Hisp/Latin: -1.0 White: +12.7

1.19	1st Grade Star Math Assessment (Winter)	2023-2024 <u>All Grade 1: 48.4%</u> EML: 31.1% RFEP: 75.0% Homeless/Foster: N/A SWD: 37.8% SED: 39.0% Afr.A/Black: 100.0% Asian: 50.0% Hisp/Latin: 38.0% White: 73.1%	2024-2025 <u>All Grade 1: 51.1%</u> EML: 13.5% RFEP: 78.8% Homeless/Foster: 22.6% SWD: 25.7% SED: 40.4% Afr.A/Black: 25.0% Asian: 100.0% Hisp/Latin: 39.1% White: 79.5%		2026-2027 <u>All Grade 1: 54%</u> EML: 25% RFEP: 80% Homeless/Foster: 33% SWD: 32% SED: 44% Afr.A/Black: 50% Asian: 75% Hisp/Latin: 43% White: 81%	2024-2025 <u>All Grade 1: +2.7</u> EML: -17.6 RFEP: +3.8 Homeless/Foster: * SWD: -12.1 SED: +1.4 Afr.A/Black: -75.0 Asian: +50.0 Hisp/Latin: +1.1 White: +6.4
1.20	2nd grade STAR Math Assessment	2023-2024 <u>All Grade 2: 30.7%</u> EML: 16.6% RFEP: 46.4% Homeless/Foster: N/A SWD: 10.3% SED: 17.2% Afr.A/Black: N/A Asian: 100.0% Hisp/Latin: 26.0% White: 41.2%	2024-2025 <u>All Grade 2: 41.6%</u> EML: 20.0% RFEP: 51.9% Homeless/Foster: 16.1% SWD: 37.7% SED: 30.3% Afr.A/Black: 66.7% Asian: 50.0% Hisp/Latin: 30.0% White: 69.5%		2026-2027 <u>All Grade 2: 46%</u> EML: 26% RFEP: 56% Homeless/Foster: 20% SWD: 40% SED: 36% Afr.A/Black: 68% Asian: 75% Hisp/Latin: 36% White: 72%	2024-2025 <u>All Grade 2: +10.9</u> EML: +3.4 RFEP: +5.5 Homeless/Foster: * SWD: +27.4 SED: +13.1 Afr.A/Black: * Asian: -50.0 Hisp/Latin: +4.0 White: +28.3

Goal 1 Analysis for LCAP Year 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In 2024-25, Santa Barbara Unified School District implemented most planned actions under Goal 1, which focuses on improving academic outcomes and expanding postsecondary readiness. While the district experienced notable successes, staffing shortages and variation in implementation across sites led to some differences between planned and actual execution.

Math interventions were fully implemented at high schools, while junior highs adopted site-specific Tier II models, focused around small group instruction. Despite these differences, CAASPP math scores improved by 1.4 points overall, with significant gains among Students with

Disabilities (+5.0) and African American students (+29.5). However, Long-Term Emergent Multilingual Learners (LTELs) declined by 22.9 points, pointing to gaps in math instruction that lack integrated language scaffolds.

Instructional Coaches and Instructional Support Specialists supported nearly all elementary schools, promoting early literacy alignment and pacing. This contributed to an 11.9 point gain for African American students and a 6.0 point increase for Students with Disabilities in English Language Arts. However, LTELs declined by 20.3 points, indicating a continued need for targeted, language-integrated support.

The district unified elementary and secondary EML Instructional Support Specialist provided more streamlined professional learning and some site-specific coaching. A new districtwide EML Master Plan was developed. The Emergent Multilingual Learner Progress Indicator rose from 45.1 percent to 46.9 percent, and LTEL rates decreased from 7.1 to 5.9 percent. The reclassification rate saw a significant decrease, falling from 25.5 percent to 17.0 percent. This decline is attributed to SBUSD not administering the ELPAC in the 2020-21 and 2021-22 school years, which led to a high rate of Reclassified Fluent English Proficient (RFEP) students in 2022-23. Our objective is to maintain consistent growth in the number of reclassified students, aligning with the enrollment of EMLs within a 4-6 year timeframe, as research indicates EMLs typically acquire an additional language within seven years.

Increased access to postsecondary opportunities was achieved through the expansion of dual enrollment, with 262 SBCC sections and over 7,400 student enrollments. This contributed to a 3.5-point increase in the College and Career Indicator (CCI), reaching 60.7 percent. Gains were seen for African American students (+11.5) and Hispanic/Latino students (+5.7). In contrast, AP exam performance declined for both Emergent Multilingual Learners (-10.0) and Students with Disabilities (-15.6), underscoring ongoing challenges in access to rigorous coursework and academic support.

The district expanded out-of-school support systems beyond initial plans, including PEAC tutoring and college access centers at all secondary sites, AVID Advisory at two junior highs, and family engagement events. These efforts supported a 5.2-point increase in CTE pathway completion for Hispanic/Latino students and 8.7 points for socioeconomically disadvantaged students.

Multi-Tiered System of Supports (MTSS) implementation advanced through Tier I literacy strategies, class-size reductions, and MTSS coaching. However, persistent chronic absenteeism at 16.9 percent, particularly among Homeless youth, LTELs, and Students with Disabilities, hindered the full impact of intervention efforts.

Graduation and multilingual recognition rates improved. The four-year graduation rate rose to 92.4 percent, with notable gains for Emergent Multilingual Learners (+4.9) and Students with Disabilities (+5.4). Seal of Biliteracy attainment increased by 5.6 points, with gains of 8.6 points for Hispanic/Latino students and 5.8 for EMLs, reflecting strengthened multilingual pathways.

In preparation for Year Three of the LCAP, the district is updating several metric targets to reflect current implementation and student performance data. Due to the previous lack of early literacy and math indicators for Grades 1 and 2, the 2025–26 LCAP now includes STAR Early Literacy and Reading data for 1st grade and STAR Reading data for 2nd grade under Metrics 1.6, 1.7, and 1.8. Metrics 1.9 and 1.20

include STAR Math data to assess the impact of actions supporting math achievement in Grades 1 and 2. These additions provide our Educational Partners with clearer insight into how early learning progress is measured and how instructional efforts are supporting primary grade achievement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1, Action 1: No estimated material differences.

Goal 1, Action 2: No estimated material differences.

Goal 1, Action 3: No estimated material differences.

Goal 1, Action 4: No estimated material differences.

Goal 1, Action 5: No estimated material differences.

Goal 1, Action 6: The math intervention teacher position at La Cumbre Junior High School was not filled, resulting in lower expenditures.

Goal 1, Action 7: No estimated material differences.

Goal 1, Action 8: No estimated material differences.

Goal 1, Action 9: The cost increase included overtime pay for Curriculum Specialists who administered ELPAC assessments throughout the year. To improve student success, the district shifted from using district-wide assessors to having school-based staff, who had established relationships with students, conduct the assessments. Additionally, an administrative assistant was funded to support scheduling, communication, and planning for EML professional learning and DEMLAC meetings.

Goal 1, Action 10: No estimated material differences.

Goal 1, Action 11: No estimated material differences.

Goal 1, Action 12: No estimated material differences.

Goal 1, Action 13: No estimated material differences.

Goal 1, Action 14: No estimated material differences.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1.1: *Build Educator & Administrator Capacity in Tiered Levels of Curriculum, Instruction, and Assessment*

Effective. Instructional Support Specialists (ISSs) in ELA, Math, ELD, and UDL provided direct coaching, professional learning, and instructional support across school sites. Their work was aligned with Multi-Tiered System of Supports (MTSS) principles and helped schools

strengthen Tier I and Tier II instruction. This action contributed to gains in ELA DFS for Students with Disabilities (+6.0) and African American students (+11.9), as well as modest gains across the general student population in both ELA and Math.

Action 1.2: Foster Collaboration Among Elementary Teachers in PLCs

Effective. Weekly PLCs supported by PE, Music, and Visual Arts/STEAM teachers enabled grade-level teams to focus on data-informed instruction. Schools implementing this model with fidelity—such as Franklin ES and SBCA, saw significant growth in both ELA and Math, as reflected in their CA Dashboard change levels. The integration of MTSS team members into PLC processes enhanced the targeting of supports for unduplicated students, contributing to early literacy and numeracy growth in Grades 1–3.

Action 1.3: Enhance Teacher Proficiency in Tier I Instruction through Instructional Coaches

Effective. Elementary instructional coaches supported lesson design, PLC facilitation, and demonstration teaching. Their work directly influenced classroom instruction and built teacher capacity, especially in early grades. The result was a 5.66% gain in Grade 3 ELA and a 9.5% gain in Grade 3 Math CAASPP performance, two of the strongest growth points across the system. Coaches also played a key role in facilitating site-based professional development aligned with district priorities.

Action 1.4: Strengthen Tier II Support with Curriculum Specialists

Effective - Curriculum Specialists, especially in elementary settings, provided push-in instruction that enabled classroom teachers to implement Tier II supports. This structure helped differentiate instruction within the school day and was positively associated with student progress, particularly in Grades 2 and 5 as evidenced by STAR Math gains (+10.9% and +5.2%, respectively). This action was instrumental in schools where Tier II structures were fully operational.

Action 1.5: Implement Before & After School Targeted Tier II/III Interventions

Partially Effective - While intervention structures were expanded and well-attended at some sites, elevated chronic absenteeism (16.9%) limited their impact, particularly among homeless students and LTELs, who saw significant declines in ELA and Math performance. Diagnostic tools were used to target instruction, but inconsistent attendance undermined the potential effectiveness of this action.

Action 1.6: Comprehensive Tier II Math Instruction in Secondary Schools

Effective. Targeted math sections at high schools and push-in support at junior highs were effective in narrowing gaps for Students with Disabilities, who gained +5.0 DFS in Math. High schools like San Marcos HS and La Cuesta HS, where implementation was strongest, showed notable increases in the CA Dashboard. However, the persistent gap for LTELs in Math (-22.9 DFS) indicates that Tier II math instruction must be more intentionally language-integrated for this group.

Action 1.7: Enhance Tier I Instruction through Class Size Reduction

Effective. The allocation of 57 FTEs for class-size reduction improved conditions for individualized instruction, especially in Grades 1–3. These reductions contributed to higher engagement and more responsive instruction, with STAR Early Literacy and Reading data showing upward trends in both grades. This structural support underpinned gains in early math and literacy performance.

Action 1.8: Enhance College & Career Readiness with Additional Counselors

Effective. The expansion of College & Career Counselors led to significant increases in CCI performance for African American (+11.5) and Hispanic/Latino (+5.7) students. Counselors reduced barriers to dual enrollment, A-G completion, and FAFSA submission. High schools with full counselor implementation exceeded district targets for postsecondary readiness.

Action 1.9: Capacity Building for Educators and Families Supporting EMLs

Partially Effective. Foundational professional development for Designated and Integrated ELD was delivered, and the groundwork for a districtwide EML Master Plan was established. However, the reclassification rate declined from 25.5% to 17.0%, and LTEL outcomes declined significantly, indicating gaps in implementation fidelity and the need for more targeted supports.

Action 1.10: Targeted Instructional Support with Bilingual Paraeducators

Partially Effective. Bilingual paraeducators were placed in classrooms to support Newcomers and LTELs. While this created more access to language-embedded instruction, variation in training and site-based deployment limited their effectiveness in closing performance gaps. LTEL students declined significantly in both ELA and Math, suggesting the need for stronger alignment between paraeducator support and instructional content.

Action 1.11: Expand AVID to Promote College & Career Readiness

Effective. Expansion of AVID sections and Advisory in secondary schools contributed to a more inclusive college-going culture. Increased participation in enrichment and leadership activities helped build engagement for unduplicated students, complementing other postsecondary initiatives. AVID students demonstrated higher A-G course completion and CCI gains.

Action 1.12: CTE Pathways to Promote Postsecondary Success

Effective. Dual enrollment offerings, CTE course access, and work-based learning opportunities expanded significantly. CTE pathway completion increased by 5.2 points for Hispanic/Latino students and by 8.7 for socioeconomically disadvantaged students. The alignment of these offerings with SBCC and industry partners strengthened both rigor and relevance.

Action 1.13: PEAC Tutoring and College Access Support

Effective. Tutoring centers and college advising expanded to all secondary sites. Family engagement and college awareness events, along with targeted academic mentoring, provided holistic support for unduplicated students. CCI gains and Seal of Biliteracy increases affirm the positive impact of this action.

Action 1.14: Enhance Special Education Support for EML Students

Partially Effective. Professional learning for SPED teams and site administrators was provided, and bilingual family liaisons were hired. However, SPED students who are also EMLs continue to face barriers in accessing rigorous instruction. Mixed AP performance (-15.6 points for SWD) indicates that additional support structures are still needed to ensure equitable academic success for these students.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In preparation for the 2025-26 school year, Santa Barbara Unified made several key refinements to Goal 1 based on reflections from the prior year's implementation. These adjustments were informed by uneven site-level execution, persistent achievement gaps for Long-Term Emergent Multilingual Learners, and challenges in accessing advanced coursework among at-promise student groups.

To improve academic outcomes and instructional coherence, the district expanded before- and after-school Tier II and Tier III interventions for elementary and secondary students not yet meeting grade-level expectations, with additional focus on Homeless and Foster Youth. Junior high math intervention models were restructured to better align with high school strategies, ensuring greater consistency in Tier II implementation. Curriculum Specialists were also deployed more strategically during the school day to enhance targeted instructional support and allow teachers to focus on small-group instruction.

Integrated English Language Development and reclassification efforts were strengthened through the addition of bilingual paraeducators, expanded use of the ELLevation platform, and targeted professional learning. To further support inclusive instructional practices, the district provided monthly professional development from September through May for elementary and secondary special education paraeducators. Topics included positive behavior support strategies, data collection, accommodations and modifications, assistive technology, ableism, paraeducator self-care, and crisis response prevention. For 2025-26, the training series will shift focus to Universal Design for Learning (UDL) and support strategies for Emergent Multilingual Learners (EMLs), which will be guided by the Santa Barbara Unified's new EML Master Plan.

To advance college and career readiness, the district broadened AVID and CTE programming, expanded mentoring opportunities, and enhanced outreach by College and Career Counselors to increase access and success in Advanced Placement coursework. Key metrics, including CAASPP subgroup performance, reclassification rates, and College and Career Indicator results—were recalibrated to reflect current data and better align with system-wide equity goals.

Together, these actions are designed to close persistent opportunity gaps, strengthen language-integrated academic supports, and ensure all students are prepared for postsecondary success.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 1 Actions

Action #	Title	Description	Total Funds	Contributing
1	Build Educator & Administrator Capacity in Tiered levels of Curriculum, Instruction, and Assessment for Students	<p>Description: Instructional Support Specialists (ISS) in English Language Arts (one Elementary, one Secondary), Mathematics (one Elementary, one Secondary), English Language Development (ELD), Ethnic Studies, and Universal Design for Learning (UDL) will support staff in implementing Tier 1 and Tier 2 curriculum, instruction, and assessment. They will also lead and coordinate professional learning and ongoing data analysis for staff.</p> <p>A Biliteracy & Dual Immersion Specialist will support the Dual Immersion programs at McKinley Elementary, Santa Barbara Junior High, and Santa Barbara High School by promoting biliteracy development and monitoring student progress in both English and Spanish. The specialist will also ensure that all components of the Dual Language Immersion (DLI) program, including family support, are implemented as outlined in Chapter 2 of the Master Plan.</p> <p>This work will help ensure that all Unduplicated Students make progress toward meeting or exceeding grade-level standards. To support teacher participation in professional learning, funds will be allocated for substitute coverage or hourly pay for sessions held during or after the school day.</p> <p>Monitoring Metric: 1.1, 1.2, 1.3, 1.4, 1.5, 1.12, 1.16, 1.17, 1.18, 1.19, 1.20 (In addition, implementation data will be used to measure effectiveness of action and will include staff participation and training completion rates and other metrics.)</p> <p>Expenditures: 8 Total - Instructional Support Specialists (TOSA), Teacher Hourly Rate w/o Students; Substitute Teachers</p> <p>Additional Funding: CCEIS, EEBG, Site-Allocated LCAP Funds</p>	\$1,458,323	Yes

2	Foster Collaboration Among Elementary Teachers in Professional Learning Communities to Enhance Tiered Student Support	<p>Description: Elementary grade-level teachers will meet weekly in Professional Learning Communities (PLCs) throughout the school year to engage in data-driven routines focused on designing, analyzing, and improving Tier I instruction for Unduplicated students. To support this collaboration time, Music, PE, Visual Arts, and STEAM teachers will provide instruction to students. During PLCs, teachers, supported by the Instructional Coach and Curriculum Specialists and site leadership, will use formative data to identify specific areas where Unduplicated students need additional support.</p> <p>This action strengthens Tier I and Tier II instruction by providing the right support, at the right time, for the right student, ensuring interventions are timely, targeted, and based on individual student needs.</p> <p>Monitoring Metric: 1.1, 1.2, 1.3, 1.4, 1.5, 1.16, 1.17, 1.18, 1.19, 1.20</p> <p>Expenditures: PE, Music, Visual Art, and STEAM Teacher per Elementary School</p> <p>Additional Funding: General Fund, State Fund</p>	\$3,959,670	Yes
3	Enhance Teacher Proficiency to Deliver High-Quality Tier 1 ELA, ELD and Mathematics Instruction	<p>Description: At each elementary school, the Instructional Coach will support teacher development through formal and informal coaching cycles focused on co-teaching, lesson modeling, and differentiated instruction. Coaches will participate in districtwide coaching networks, and monitor implementation of instructional priorities to ensure equitable access to learning. This action builds teacher capacity to deliver effective Tier 1 instruction and supports all unduplicated students to meet or exceed grade-level standards.</p> <p>Monitoring Metric: 1.1, 1.2, 1.3, 1.4, 1.5, 1.16, 1.17, 1.18, 1.19, 1.20</p> <p>Expenditures: Instructional Coach (TOSA) per Elementary School</p> <p>Additional Funding: CCEIS</p>	\$1,257,592	Yes

4	Strengthen Tier 2 Instructional Support for Unduplicated Students with Curriculum Specialists	<p>Description: In elementary and secondary schools, Curriculum Specialists will support teachers during small group instruction time (i.e. <i>Power Hour</i>). This allows classroom teachers to provide Tier 2 instruction while the specialists deliver Tier 1 instruction or support to students. As a result, unduplicated students will receive individualized, targeted instruction in English Language Arts, Mathematics, and English Language Development during the school day.</p> <p>Monitoring Metric: 1.1, 1.2, 1.3, 1.4, 1.5, 1.16, 1.17, 1.18, 1.19, 1.20</p> <p>Expenditures: FTEs Curriculum Specialists at All Schools (7-Hr Classified Position)</p> <p>Additional Funding: CCEIS, Site-Allocated LCAP Funds</p>	\$2,037,156	Yes
5	Implement Before & Afterschool Targeted Tier 2 and Tier 3 ELA & Math Intervention for Elementary and Secondary Students	<p>Description: At both elementary and secondary schools, targeted Tier 2 and Tier 3 interventions in English Language Arts and Mathematics will be provided before and after school for Unduplicated students. Using diagnostic assessments and ongoing progress monitoring, students will receive individualized, accelerated learning support to help them meet or exceed grade-level standards. Additional targeted support will be offered to Homeless and Foster Youth in recognition of the challenges they face due to their living circumstances.</p> <p>Monitoring Metric: 1.1, 1.2, 1.3, 1.4, 1.5, 1.16, 1.17, 1.18, 1.19, 1.20</p> <p>Expenditures: Teacher Hourly Rate With Stdts & Classified Hourly Rate, Bussing Transportation</p> <p>Additional Funding: ELOP</p>	\$110,000	Yes

6	Provide Comprehensive Tier 2 Math Instruction for Junior High School and High School Students	<p>Description: At secondary schools, Tier 2 math instruction will be provided to students identified through screener and formative assessment data. These targeted interventions will build essential skills needed to meet grade-level standards. At junior high schools, designated personnel, such as a Math Teacher or Curriculum Specialist, will support students within math classes by delivering small group Tier 2 instruction. At each comprehensive high school, one period of a math intervention class will be scheduled throughout the year, aligned with the block schedule, for students needing both Tier 1 and Tier 2 instruction. These models ensure Unduplicated students receive the targeted support necessary to make progress toward meeting or exceeding grade-level standards.</p> <p>Monitoring Metric: 1.2, 1.9</p> <p>Expenditures: Curriculum Specialist (6 hr position), .2 FTE Teacher position, .4 Teacher position, .33 Teacher positions (3 Total - 1 per HS)</p> <p>Additional Funding: Title I, Site-Allocated LCAP Funds</p>	\$264,164	Yes
7	Enhancing Individualized, Tier I Instruction through Class Size Reduction in Elementary and Secondary Schools	<p>Description: In elementary and secondary schools, reduced class sizes enable more individualized instruction, allow for enhanced Tier I and student-centered teaching, and make it easier to engage students in academic activities.</p> <p>Monitoring Metric: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.13</p> <p>Expenditures: Class-Size Reduction Teacher Positions</p> <p>Additional Funding: N/A</p>	\$6,002,401	Yes

8	Enhancing College and Career Readiness for Unduplicated Students through Targeted Support and Mentoring	<p>Description: Targeted outreach, coaching, and mentoring provided by high school College and Career Counselors will supplement counseling services for unduplicated students, specifically low-income students, emergent multilingual learners (EMLs), homeless students, foster youth, and special education students. By reducing and eliminating barriers, these efforts will create positive pathways and increase college and career readiness for these students.</p> <p>Monitoring Metric: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9</p> <p>Expenditures: College & Career Counselor Positions</p> <p>Additional Funding: Title I</p>	\$428,088	Yes
9	Comprehensive Capacity Building for Educators and Families in Support of Emergent Multilingual Learners (EMLs) Academic Achievement	<p>Description: Educators will engage in foundational professional learning on the Master Plan for Emergent Multilingual Learners (EMLs), with ongoing support for implementation. Teachers and administrators will use ELLevation to monitor EML and RFEP progress and guide data-informed practices. Site teams will be trained to administer the ELPAC, and EML Leads will support school leaders to provide targeted student guidance, track reclassification data, and lead professional learning using iELD strategies and tools to enhance language targets. (Chapter 1 & 3 - <i>Master Plan for EMLs</i>)</p> <p>Professional learning will focus on Designated and Integrated ELD, highlighting the Five Key Practices and supporting Sheltered English Immersion, Dual Language Immersion, and World Languages programs. (Chapter 4 - <i>Master Plan for EMLs</i>)</p> <p>Family engagement will be strengthened through training and capacity-building for EMLAC and DEMLAC members. (Chapter 5 - <i>Master Plan for EMLs</i>)</p> <p>Monitoring Metric: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.12</p> <p>Expenditures: EML Leads at each JHS & HS; Instructional Materials; Contracted Services; Teacher Hourly Rate W/O Stdts</p> <p>Additional Funding: Site-Allocated LCAP Funds</p>	\$595,250	Yes

10	Enhance Targeted Support Systems for Language Acquisition and Interdisciplinary Literacy	<p>Description: To support academic achievement for Unduplicated students, particularly Emergent Multilingual Learners (EMLs), bilingual paraeducators will be integrated into classrooms to collaborate with teachers in delivering Tier I, II, and III instruction. Their support will align with both ELD and ELA Standards, providing scaffolding for content and reinforcing language objectives.</p> <p>Paraeducators will receive targeted professional learning to deepen their understanding of EML progress and English language proficiency. Priority will be given to Newcomer and Long-Term EMLs, with paraeducators supporting small group instruction, formative assessment, and individualized interventions. This approach fosters an inclusive learning environment, accelerates language development, supports reclassification, and improves overall student outcomes.</p> <p>Monitoring Metric: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6</p> <p>Expenditures: FTEs - Hr Bilingual Paraeducators at Elementary & Secondary Schools</p> <p>Additional Funding: CCEIS, Site-Allocated LCAP Funds</p>	\$925,606	Yes
11	Increase College and Career Readiness for Unduplicated Students through AVID Programs	<p>Description: By providing AVID sections at the secondary level, AVID-trained educators will facilitate evidence-based instructional curriculum, instructional strategies, collaborative learning, enrichment and motivational activities, leadership development, and college experiences/field trips to promote college and career readiness and post-secondary education participation.</p> <p>Monitoring Metric: 1.1, 1.2, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12</p> <p>Expenditures: JHS & HS AVID Teachers; Program Assistant; Field Trips; Contracted Services, Conference/Travel; Meals; Supplies</p> <p>Additional Funding: General Fund, Site-Allocated LCAP Funds</p>	\$1,072,063	Yes

12	Increasing College and Career Readiness for Unduplicated Students through CTE Programs	<p>Description: The College and Career Readiness (CCR) Coordinator, supported by the Career Technical Education (CTE) Program Assistant, works to increase the number of Unduplicated students completing UC/CSU A-G requirements and becoming college and career ready. This includes expanding CTE programs, supporting dual enrollment opportunities, coordinating work-based learning, and creating district wide college and career readiness activities. The CCR team prioritizes support for EMLs, students with disabilities, and low-income students, while also overseeing career-focused classes in junior high and high schools. They coordinate AP study sessions, SAT administration, and ensure students gain the skills needed for success beyond high school.</p> <p>Monitoring Metric: 1.6, 1.7, 1.8, 1.11, 1.12</p> <p>Expenditures: CTE Coordinator; Program Assistant; Field Trips; Contracted Services; Teacher Hourly Rate With Stdts, Substitutes</p> <p>Additional Funding: CTEIG</p>	\$497,044	Yes
13	Expand College and Career Readiness for Unduplicated Students through Comprehensive PEAC Services	<p>Description: To increase the number of unduplicated students to be college and career ready, the PEAC Program implements the Tutoring services and additional supports for high school students. Tutoring centers at three comprehensive high schools and four junior high schools provide academic assistance to students. High School students receive additional services, including counseling, mentoring, and access to programs that help maintain a 3.0+ GPA and complete A-G requirements to be eligible to enter a college/university.</p> <p>Monitoring Metric: 1.6, 1.7, 1.9, 1.10</p> <p>Expenditures: PEAC Manager; Program Assistant; Hourly Classified Staff; Hourly Overtime; Supplies; Contracted Services</p> <p>Additional Funding: N/A</p>	\$654,522	Yes

14	Enhance Special Education Support for EML Students to Increase College and Career Readiness	<p>Description: To improve outcomes for Emergent Multilingual Learners (EMLs) in special education, the district is building school-level capacity through professional learning for Special Education Department Chairs and designated administrators. Training focuses on delivering high-quality instruction, developing compliant IEPs, and promoting meaningful family engagement to support student progress. Bilingual Senior Office Assistants at comprehensive high schools will assist families to help ensure student success. Additionally, the curriculum will be expanded to include an Alternative Pathway to Graduation for students with extensive support needs. Paraeducators will receive monthly institute-based professional learning to strengthen their classroom support strategies.</p> <p>Monitoring Metric: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6</p> <p>Expenditures: 3 HS Bilingual Senior Office Assistants for Special Education (1 per HS); Instructional Materials; Teacher Hourly Rate W/O Stdts; Special Education Paraeducator Hourly Rate</p> <p>Additional Funding: N/A</p>	\$287,759	Yes
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Goal 2

Goal #	Description	Type of Goal
2	Behavior, Social Emotional & Wellness - Enhance teaching and learning by fostering a supportive and inclusive school environment that promotes positive behavior, social-emotional growth, and overall wellness for every student.	Broad Goal

State Priorities addressed by this goal.

LCFF Priority 5: Student Engagement

An explanation of why the LEA has developed this goal.

Santa Barbara Unified School District developed Goal 2 to ensure every student thrives in learning environments that promote social-emotional growth, mental wellness, and a strong sense of belonging. These conditions are foundational to academic engagement and long-term success. Grounded in a wide range of data sources, including Panorama student surveys, attendance metrics, and graduation data, Goal 2 affirms the district’s commitment to whole-child development and equitable access to wellness supports.

Significant progress has been made in reducing chronic absenteeism, which dropped districtwide from 22.5% in 2022–23 to 16.9% in 2023–24. Notably, African American students demonstrated the largest improvement, decreasing by 15 percentage points, while Emergent Multilingual Learners saw a strong reduction from 24.3% to 16.1%. These gains highlight the positive impact of targeted interventions and a shared focus on student connection and engagement. At the same time, the district remains focused on supporting students with disabilities, those experiencing homelessness, and socioeconomically disadvantaged youth, groups for whom absenteeism remains elevated. These trends reinforce the importance of strengthening Tier II and Tier III supports.

At the secondary level, the junior high dropout rate remained at zero for the second consecutive year, a clear sign of strong early intervention systems. However, a small increase in high school dropouts, from 62 to 66 students, was observed, with a rise among Emergent Multilingual Learners. This signals an opportunity to deepen wellness, language, and academic support for students navigating multiple challenges during this critical stage.

Panorama survey data offer further insights into student wellness. In 2023–24, 48% of elementary students and 50% of secondary students reported frequently using emotion regulation strategies. While some areas, such as secondary students’ positive feelings, showed slight improvement from 56% to 57%, the data also highlight the need for continued focus on self-management, social awareness, and emotional well-being across all grade spans. Encouragingly, these insights equip educators and leaders with clear direction for responsive support planning.

SBUSD is building on these strengths by expanding its successful RISE counseling model at elementary schools, broadening wellness center access at secondary sites, and using disaggregated data to drive proactive outreach. These efforts are grounded in the belief that every student deserves to feel safe, seen, and supported at school. Through Goal 2, the district continues to create learning environments where every student can flourish emotionally, socially, and academically.

The following Actions in Goal 2 address a school or student group within SBUSD or a student group in a school receiving the lowest performance level on one or more state indicators on the 2023 CA Dashboard as identified in this 2025-26 LCAP:

Metric	Location	Student Group	Actions
Chronic Absenteeism	SBUSD	AA/Black, Foster Youth	2.1, 2.2, 2.3, 2.5
Chronic Absenteeism	Harding UPS	Hispanic/Lat, White, EML, SWD, SED	2.1, 2.2, 2.3, 2.4
Chronic Absenteeism	McKinley ES	Homeless	2.1, 2.2, 2.3
Chronic Absenteeism	Monroe ES	White	2.1, 2.2, 2.3

Chronic Absenteeism	Goleta Valley JHS	Hispanic/Lat, EML, SWD	2.1, 2.2, 2.3, 2.4, 2.5
Chronic Absenteeism	La Colina JHS	Hispanic/Lat, Two/More Races, EML, SED, SWD	2.1, 2.2, 2.3, 2.4, 2.5
Chronic Absenteeism	La Cumbre JHS	Hispanic/Lat, White, EML, SED, SWD	2.1, 2.2, 2.3, 2.4, 2.5
Chronic Absenteeism	Santa Barbara JHS	White	2.1, 2.2, 2.3, 2.5

Goal 2 Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School attendance rates	2022 - 2023 All Students: 92.42% EML: 90.87% Foster Youth: 90.10% Homeless Youth: 90.67% SWD: 88.53% SED: 91.58% Afric Am./Black: 91.73% Asian: 95.72% Hispanic/Latino: 91.69% White: 93.34%	2023 - 2024 All Students: 93.24% EML: 92.38% Foster Youth: 92.73% Homeless Youth: 91.56% SWD: 89.57% SED: 92.35% Afric Am./Black: 93.68% Asian: 95.50% Hispanic/Latino: 92.56% White: 94.21%		2025-2026 All Students: 96.42% EML: 95.87% Foster Youth: 95.10% Homeless: 95.67% SWD: 93.53% SED: 96.58% African A./Black: 96.73% Asian: 100% Hispanic/Latino: 96.69% White: 98.34%	2023 - 2024 <u>All Students: +0.82</u> EML: +1.51 Foster Youth: +2.63 Homeless Youth: +0.89 SWD: +1.04 SED: +0.77 Afric Am./Black: +1.95 Asian: -0.22 Hispanic/Latino: +0.87 White: +0.87
2.2	Chronic absenteeism rates	2022 - 2023 All Students: 22.5% EML: 24.3% Foster Youth: 29.4% Homeless: 23.4% SWD: 33.0% SED: 26.3% African A./Black: 32.5% Asian: 7.2% Hispanic/Latino: 25.1% White: 17.3%	2023 - 2024 <u>All Students: 16.9%</u> EML: 16.1% Foster: * Homeless: 23.3% SWD: 25.9% SED: 20.1% Africa/Blck: 17.5% Asian: 6.9% Hisp/Latino: 18.9% White: 12.4%		2025-2026 All Students: 14.5% EML: 14.0% Foster Youth: 20.7% Homeless Youth: 20.0% SWD: 22.0% SED: 17.0% African A./Black: 15.0% Asian: 6.0% Hispanic/Latino: 16.5% White: 10.5%	2023 - 2024 <u>All Students: -5.6</u> EML: -8.3 Foster: * Homeless: -0.1 SWD: -7.1 SED: -6.2 AfricA/Blck: -15.0 Asian: -0.3 Hisp/Latino: -6.2 White: -4.9
2.3	Junior high dropout rates	2022-2023 All students: 0	2023-2024 All students: 0		2025-2026 All students: 0	2023-2024 No Change

2.4	High school dropout rate	2022-2023 All Students: 62 EML: 17 Foster Youth: NR Homeless: 24 SWD: 14 SED: 50	2023-2024 All Students: 118 EML: 34 Foster Youth: NR Homeless: 31 SWD: 48 SED: 104		2025-2026 All Students: 50 EML: 18 Foster Youth: 0 Homeless Youth: 6 SWD: 7 SED: 38	2023-2024 <u>All Students: +56</u> EML: +17 Foster Youth: * Homeless: -7 SWD: -34 SED: -54
2.5	Panorama Student Survey Data	2023-24 Emotional Regulation (% of students reporting they regulate emotions almost always or frequently) Grades 3-6: 47% Grades 7-12: 49%	2024-25 Emotional Regulation (% of students reporting they regulate emotions almost always or frequently) Grades 3-6: 48% Grades 7-12: 50%		2026-27 Emotional Regulation (% of students reporting they regulate emotions almost always or frequently) Grades 3-6: 51% Grades 7-12: 53%	2024-25 Grades 3-6: +1 Grades 7-12: +1
2.6	Panorama Student Survey Data	2023-24 Self-Management (% of students reporting they manage their emotions, thoughts, and behaviors in different situations) Grades 3-6: 66% Grades 7-12: 71%	2024-25 Self-Management (% of students reporting they manage their emotions, thoughts, and behaviors in different situations) Grades 3-6: 66% Grades 7-12: 69%		2026-27 Self-Management (% of students reporting they manage their emotions, thoughts, and behaviors in different situations) Grades 3-6: 69% Grades 7-12: 72%	2024-25 Grades 3-6: 0 Grades 7-12: -2
2.7	Panorama Student Survey Data	2023-24 Social Awareness (% of students reporting they quite carefully or extremely carefully consider and empathize with the perspectives of others) Grades 3-6: 66% Grades 7-12: 63%	2024-25 Social Awareness (% of students reporting they quite carefully or extremely carefully consider and empathize with the perspectives of others) Grades 3-6: 65% Grades 7-12: 62%		2026-27 Social Awareness (% of students reporting they quite carefully or extremely carefully consider and empathize with the perspectives of others) Grades 3-6: 68% Grades 7-12: 65%	2024-25 Grades 3-6: -1 Grades 7-12: -1

2.8	Panorama Student Survey Data	<p>2023-24 Positive Feelings (% of students reporting they almost always, frequently or sometimes feel positive emotions)</p> <p>Grades 3-6: 66% Grades 7-12: 56%</p>	<p>2024-25 Positive Feelings (% of students reporting they almost always, frequently or sometimes feel positive emotions)</p> <p>Grades 3-6: 64% Grades 7-12: 57%</p>		<p>2026-27 Positive Feelings (% of students reporting they almost always, frequently or sometimes feel positive emotions)</p> <p>Grades 3-6: 68% Grades 7-12: 60%</p>	<p>2024-25 Grades 3-6: -2 Grades 7-12: +1</p>
2.9	Panorama Student Survey Data	<p>2023-24 Challenging Feelings (% of students reporting they challenging feelings almost never or once in a while)</p> <p>Grades 3-6: 53% Grades 7-12: 51%</p>	<p>2024-25 Challenging Feelings (% of students reporting they challenging feelings almost never or once in a while)</p> <p>Grades 3-6: 54% Grades 7-12: 54%</p>		<p>2026-27 Challenging Feelings (% of students reporting challenging feelings almost never or once in a while)</p> <p>Grades 3-6: 57% Grades 7-12: 57%</p>	<p>2024-25 Grades 3-6: +1 Grades 7-12: +3</p>

Goal 2 Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

SBUSD School District implemented Goal 2 with a continued commitment to supporting student wellness, engagement, and social-emotional development. Planned actions focused on deepening relationships, strengthening mental health access, and addressing attendance and behavioral challenges. Implementation was guided by multiple data sources, including chronic absenteeism rates, dropout data, and Panorama student survey results.

Key Implementation Highlights and Adjustments:

Chronic Absenteeism: SBUSD has reduced chronic absenteeism by 5.6 percentage points, dropping from 22.5% in 2022-23 to 16.9% in 2023-24. African American students experienced the most significant decrease, with their numbers dropping from 32.5% to 17.5%. Students with Disabilities' representation dropped from 33.0% to 25.9%, while socioeconomically disadvantaged students decreased from 26.3% to 20.1%. These outcomes reflect the positive impact of Youth Outreach Workers (YOWs), mentoring supports, and school-based attendance teams. Despite gains, chronic absenteeism remained elevated among homeless youth (23.3%), underscoring a need for continued tiered intervention and cross-agency collaboration.

Dropout Rates: The district maintained a zero percent junior high dropout rate for the second consecutive year. At the high school level, the number of dropouts increased slightly from 62 to 66. While reductions occurred for students experiencing homelessness (from 24 to 3). The number of students with disabilities fell from 14 to 9, while dropout rates for Emergent Multilingual Learners increased from 17 to 24. This trend highlights the urgent need for tailored engagement and re-engagement strategies aimed specifically at these student populations.

Student Social-Emotional Learning (Panorama Survey):

- * Emotional Regulation improved slightly in both grade spans (Grades 3–6: 47% to 48%, Grades 7–12: 49% to 50%).
- * Self-Management remained stable in Grades 3–6 and declined by 2 percentage points in Grades 7–12.
- * Social Awareness declined slightly across grade bands (Grades 3–6: 66% to 65%, Grades 7–12: 63% to 62%).
- * Positive Feelings decreased for Grades 3–6 (66% to 64%) and remained relatively flat for Grades 7–12 (56% to 57%).
- * Challenging Feelings saw modest improvement across both groups, with slightly more students reporting fewer difficult emotional experiences.

These findings emphasize the progress made and the need to incorporate social and emotional learning (SEL) into daily teaching and school culture. The district launched its RISE mental health program in elementary schools by hiring six full-time counselors to improve access to counseling services. These internal staff increased access and continuity of care, with over 90% of referred students receiving services. SBUSD plans to extend the successful RISE framework to junior high schools to better meet student needs.

*School Climate and Adult-Student Relationships: A significant positive shift was noted in student perception of connectedness. The 2023–24 Panorama survey found that 85% of students reported having a supportive adult on campus, a significant increase of 21 percentage points from the previous year. This growth reflects the site's commitment to building trust, enhancing student-teacher relationships, and improving wellness resources, with support from the Deans of Student Engagement, Wellness Center staff, and Campus Safety Aides.

Challenges and Considerations:

- *Although the capacity for mental health services expanded at the elementary level, secondary schools encountered operational constraints and escalating student demands, necessitating enhanced system development and additional staff training.
- *Suspension rates have experienced a modest increase, climbing from 2.6% to 2.9%. Significant disparities continue to exist, as students with disabilities face a suspension rate of 6.0%, while African American students experience a rate of 3.4%. This reinforces the need to deepen implementation of restorative practices and equity-based behavioral support systems.
- *Survey results reveal a substantial opportunity to improve Tier I Social and Emotional Learning (SEL) instruction, with a particular focus on emotional regulation, the cultivation of positive emotions, and the development of social-emotional resilience.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2, Action 1: To better meet student needs, the District added an additional Mental Health Clinician I position and expanded contracted services with the Family Services Agency (FSA). These enhanced supports helped improve student mental health and wellness across the District, which increased cost of Action.

Goal 2, Action 2: An additional Youth Outreach Worker (YOW) position was added to support students at La Cuesta Continuation School and Quetzal, increasing the total number of YOW positions from two to three and resulting in higher actual expenditures.

Goal 2, Action 3: The cost of student support platform cost of licenses increasing the amount expended in this action.

Goal 2, Action 4: No estimated material differences.

Goal 2, Action 5: No estimated material differences.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1: Enhance District Capacity to Provide Essential Mental Health Services to Improve Student Learning

Highly Effective. The transition to internally staffed mental health services through the RISE program provided students with more consistent, school-based access to counseling and wellness resources. Over 90% of referred students received timely services, and student survey data showed a 21-point increase in students reporting they had a supportive adult at school. The addition of 13 full-time clinicians and 6 interns allowed for deeper outreach and case management. This action had a direct positive impact on student connectedness and wellness.

Action 2.2: Improve Student Sense of Belonging and Connectedness to School with Targeted Prevention Support

Partially Effective. Youth Outreach Workers, classified support staff, and contracted mentorship services helped strengthen student engagement and reduce chronic absenteeism overall, including a 15-point drop for African American students. However, chronic absenteeism remained elevated for homeless youth (23.3%) and foster youth, indicating that the supports did not reach all targeted populations equitably. While some students benefited from relationship-based mentoring and transportation services, inconsistent implementation across sites limited the full potential of this action. Additional focus is needed to ensure that the highest-need students receive consistent, individualized support.

Action 2.3: Strengthen Student Wellness Through Tiered Social-Emotional Curriculum to Support Instruction

Moderately Effective. Tier I and Tier II social-emotional curriculum was implemented across sites, contributing to slight gains in Panorama SEL indicators such as Emotional Regulation (+1%) and Challenging Feelings (-1%). However, results were mixed overall—Self-Management remained flat or declined, and Social Awareness and Positive Feelings declined slightly in elementary grades. While the foundational curriculum was in place, inconsistent implementation and varied staff readiness limited impact.

Action 2.4: Build Support Staff Capacity at Schools to Improve Outcomes for EML Students in Special Education

Partially Effective. Professional learning for bilingual paraeducators was provided to improve behavioral and academic support strategies for students dually identified as EML and SPED. While this training built foundational staff capacity, data shows that suspension rates for students with disabilities remained high (6.0%), and EML dropout rates increased, indicating that more intensive and targeted support is needed for this

specific population. The impact of this action was limited by inconsistent paraeducator deployment and a need for ongoing job-embedded coaching.

Action 2.5: *Enhance SEL, Behavior, and Wellness Support with JHS and HS Intervention Coordinators*

Effective. Intervention Coordinators provided Tier II and III services through wellness centers, group counseling, and behavior intervention, particularly in junior high schools where dropout rates remained at 0%. Coordinators delivered direct student support and collaborated with site teams to manage wellness referrals and case plans. Positive results in student wellness and engagement indicators—particularly the dramatic 15-point drop in chronic absenteeism among African American students—demonstrate the effectiveness of this intervention model.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes are proposed to the goal statement, monitoring metrics, target outcomes, or core actions for the 2025-26 school year. Reflections on 2023-24 implementation and outcome data affirmed the continued relevance and effectiveness of the planned strategies, particularly in the areas of mental health access, chronic absenteeism reduction, and student engagement.

Implementation data, including mental health referrals, service delivery rates, outreach activities, and Panorama survey results, demonstrated strong impact and underscored the need to sustain momentum. Key actions, such as the expansion of Youth Outreach Worker (YOW) roles, the successful launch of the RISE counseling model at elementary schools, and targeted Tier II and Tier III social-emotional supports, contributed to measurable gains, especially among African American students and students with disabilities.

The following staffing and expenditure adjustments were made during the 2024–25 school year to increase program effectiveness:

Action 1: One additional Mental Health Clinician was hired, and contracted services through the Family Services Agency (FSA) were expanded to meet the increasing demand for school-based mental health support.

Action 2: A third Youth Outreach Worker was added to serve students at La Cuesta and Quetzal.

Action 3: Slight cost increases were incurred due to expanded licensing for student support platforms.

Actions 4 and 5: No material differences in expenditures or implementation were noted.

Notable successes included a 5.6 percentage point decrease in chronic absenteeism (from 22.5% to 16.9%) and a 21 percentage point increase in students reporting having a trusted adult at school. However, several challenges persist, including:

- A slight increase in high school dropout rates, particularly among Emergent Multilingual Learners.

- Elevated suspension rates for students with disabilities (6.0%) and African American students (3.4%).
- Modest gains in SEL indicators, with emotional regulation and social awareness still needing focused improvement.

These findings support the district’s decision to maintain the current actions under Goal 2. For 2025–26, SBUSD remains committed to strengthening adult-student relationships, expanding trauma-informed practices, increasing Tier II and Tier III supports, and embedding SEL into daily instruction to close equity gaps.

Goal 2 Actions

Action #	Title	Description	Total Funds	Contributing
1	Enhance District Capacity to Provide Essential Mental Health Services to Improve Student Learning	<p>Description: To improve wellness and mental health for Unduplicated students, the District will provide research-based mental health services through both District staff and external providers. These services, available on school campuses, will help strengthen emotional resilience, reduce stress, and support overall academic success.</p> <p>Monitoring Metric: 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9</p> <p>Expenditures: 1 Mental Health Clinician II; 12 Mental Health Clinician I; 6 Interns; Contracted Services</p> <p>Additional Funding: N/A</p>	\$2,926,835	Yes

2	Improve Student Sense of Belonging and Connectedness to School with Targeted Prevention Support	<p>Description: In coordination with school and district support staff, the Lead Youth Outreach Worker and Youth Outreach Workers will facilitate community-building activities for Unduplicated students to strengthen relationships with trusted adults, promote engagement, and build confidence and agency. Classified support positions will provide direct student support and case management. Contracted services to provide professional learning, mentorship and coaching services to staff and students will be provided. Transportation for Homeless and Foster Youth will be provided to remove barriers to school attendance and participation.</p> <p>Monitoring Metric: 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9</p> <p>Expenditures: Lead Youth Outreach Worker; Youth Outreach Worker; Counselor (Classified); Intervention Specialist Case Manager; Contracted Services; Teacher Hourly Rate w/o Students</p> <p>Additional Funding: Site-Allocated LCAP Funds</p>	\$489,837	Yes
3	Strengthen Student Wellness Through Tiered Social-Emotional Curriculum to Support Instruction	<p>Description: Provide Tier I and Tier II social-emotional curriculum to support educators and staff instruction to students to enhance positive interactions and overall wellness. Tier I incorporates a curriculum to teach essential social-emotional skills such as self-awareness, self-management, social awareness, relationship-building, and responsible decision-making. Tier II involves targeted interventions to address specific behavioral and social-emotional needs of individual students and groups.</p> <p>Monitoring Metric: 2.5, 2.6, 2.7, 2.8, 2.9</p> <p>Expenditures: Instructional Materials</p> <p>Additional Funding: N/A</p>	\$94,880	Yes

4	Build Support Staff Capacity at Schools to Improve Outcomes for EML Students in Special Education	<p>Description: Provide an institute at the start of the school year and ongoing professional learning for bilingual paraeducators to improve their classroom support strategies. This training will help paraeducators develop effective behavior intervention, crisis response, and academic support techniques to assist Special Education teachers in meeting EML student needs.</p> <p>Monitoring Metric: 2.2, 2.5, 2.6, 2.7, 2.8, 2.9</p> <p>Expenditures: Special Education Paraeducator Hourly Rate</p> <p>Additional Funding: N/A</p>	\$25,500	Yes
5	Enhance Social-emotional Learning, Behavior and Wellness Support by JHS and HS Intervention Coordinators Providing Targeted Tier II and Tier III Intervention	<p>Description: Provide Tier II and Tier III social emotional learning curriculum to students to build social emotional learning competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). Provide positive behavior intervention and teach wellness coping strategies to students at the school's Wellness Center.</p> <p>Monitoring Metric: 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9</p> <p>Expenditures: Intervention Coordinators (7 Total - 1 per JHS and HS)</p> <p>Additional Funding: N/A</p>	\$418,556	Yes

Goal 3

Goal #	Description	Type of Goal
3	Culture & Climate - Strengthen student learning by cultivating positive, equitable, and inclusive school cultures that nurture a safe and respectful climate, fostering strong relationships and a sense of belonging among all students, staff, and families.	Broad Goal

State Priorities addressed by this goal.

LCFF Priority 1: Basic Services LCFF Priority 3: Parental Involvement
 LCFF Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Santa Barbara Unified School District developed Goal 3 to deepen its commitment to building inclusive school communities where every student is seen, connected, and supported to thrive. While Goals 1 and 2 emphasize rigorous instruction and wellness systems, Goal 3 advances SBUSD's strategic priorities around equitable access, inclusive engagement, culturally responsive learning, and identity-affirming relationships.

1. Strengthening Systems for Inclusive Engagement and Belonging

SBUSD is dedicated to creating emotionally safe and inclusive school environments, guided by valuable stakeholder insights and the leadership of the Committee Advancing Black Achievement, Wellness, and Excellence (CABAWE). Through continuous collaboration, CABAWE has made an impact on system improvement, developed transparent complaint procedures, and advocated for healing-centered learning approaches to address incidents of harm across the district.

In response to incidents of harm or bias, SBUSD has launched the 3Rs initiative: Recognize, Respond, Report. This district-wide protocol not only raises awareness but also guarantees uniform responses from adults, while providing easily accessible avenues for reporting and support. The 3Rs framework is embedded in professional development, restorative practices, and discipline policies, with guidance from CABAWE and community partners. In 2024-25, we have seen a reduction in reports on biased and anti-Black incidents by 50%.

At the heart of these initiatives lies the powerful collaboration among SBUSD, Healing Justice Santa Barbara, and UCSB's Kindered initiative. Healing Justice SB offers enriching engagement opportunities tailored for our families and Black Student Unions. UCSB Kindered offers Assistant Principals and Deans an impactful anti-racism training program grounded in healing-centered engagement. This initiative fosters reflection, encourages open dialogue, and promotes transformative learning for adults. Together, these partnerships support administrators, educators, and classified staff in advancing restorative leadership and inclusive school culture.

The 2023-24 survey data showcases that a remarkable 85-89% of students in grades 3-12 acknowledge the existence of a supportive adult within their school environment. Additionally, the favorability of teacher-student relationships in secondary education has risen from 56% to 61%. Staff perceptions of climate rose from 60% to 68%, and parent perceptions improved districtwide. The sense of belonging among students noticeably decreased from grades 3 to 6, dropping from 67% to 59%. This feeling remained low for students in grades 7 to 12, fluctuating only slightly from 40% to 42%. These findings highlight the critical need for culturally responsive support that validates student identity and amplifies their voices.

2. Expanding Equitable Access to Rigorous Learning

SBUSD continues to increase student access to Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment opportunities. However, participation data reveal ongoing underrepresentation of Emergent Multilingual Learners (EMLs), Students with Disabilities (SWD), and socioeconomically disadvantaged students. Goal 3 addresses these equity gaps by removing structural barriers and promoting high-interest, identity-affirming pathways to postsecondary readiness.

At the heart of this initiative lies SBUSD's Ethnic Studies program, which has now become a mandatory graduation requirement. Courses like *English 9 Ethnic Studies* and *Ethnic and Social Justice Studies* empower students to explore U.S. history through critical, intersectional perspectives, analyze systems of oppression and privilege, and cultivate agency as anti-racist leaders. SBUSD's Ethnic Studies Cadre, in partnership with organizations such as ARE/Praxis, supports implementation, curriculum review, and continuous professional development.

3. Advancing Trauma-Informed Practices, Restorative Practices, and Tiered Supports

SBUSD's restorative approaches, Multi-Tiered System of Supports (MTSS), and wellness centers support inclusive school discipline and early intervention. In the 2023–24 school year, there was a notable increase in suspension rates, reaching 7.2% for African American students and 6.8% for students with disabilities (SWD). This concerning trend underscores the urgent need for ongoing investment in comprehensive site-level support systems.

Ethnic Studies significantly contributes to this initiative by fostering critical consciousness and affirming student identities, which in turn results in reduced behavioral issues and strengthened relationships with peers and adults. Moreover, Healing Justice SB and UCSB Kindred champion the establishment of trauma-informed practices that cultivate relational trust among students, staff, and families.

4. Celebrating Growth in Family and Community Engagement

Districtwide family climate perceptions rose from 65% to 69%, with 84% expressing favorable views on barriers to engagement. Family participation also increased, especially at elementary sites (from 24% to 28%, and 41% at elementary schools).

These trends underscore the profound influence of Family Engagement Liaisons, the efficacy of multilingual communication strategies, and CABAWE's unwavering dedication to fostering equity-driven and linguistically responsive family engagement. SBUSD is dedicated to strengthening community partnerships with esteemed organizations like Healing Justice SB, which emphasizes cultural responsiveness and nurtures a sense of belonging and transparency.

5. Investing in Staff Capacity and Equity-Driven Systems

Goal 3 formalizes SBUSD's investment in equity-centered leadership, anti-bias training, restorative practices, and inclusive curriculum design. The district's anti-bias grant has revolutionized professional development for all staff, including teachers, walk-on coaches, and classified personnel, through its collaboration with organizations such as CABAWE, Healing Justice SB, and UCSB Kindred. This initiative establishes a unified framework for identifying, addressing, and reporting incidents of harm and bias.

SBUSD is dedicated to cultivating an environment where equity is not just a fleeting initiative but a collective commitment. Through the implementation of job-embedded coaching, active data reflection, and the development of school-based equity teams, we are dedicated to ensuring that every student feels recognized, supported, and empowered to achieve their fullest potential.

The following Actions in Goal 3 address a school or student group within SBUSD or a student group in a school receiving the lowest performance level on one or more state indicators:

Metric	Location	Student Group	Actions
Suspension Rate	Harding UPS	SWD	3.1, 3.2, 3.3, 3.4
Suspension Rate	Goleta Valley JHS	Hispanic/Lat, EML, SWD	3.1, 3.2, 3.3, 3.4
Suspension Rate	La Colina JHS	EML, Homeless	3.1, 3.2, 3.3, 3.4
Suspension Rate	La Cumbre JHS	White, EML, SED, SWD	3.1, 3.2, 3.3, 3.4
Suspension Rate	Santa Barbara	JHS SED, SWD	3.1, 3.2, 3.3, 3.4

Goal 3 Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Pupil suspension rates (% students with at least 1 suspension)	2022-2023 All Students: 2.7% EML: 3.4% Foster Youth: 3.8% Homeless Youth: 3.9% SWD: 5.6% SED: 3.7% African A./Black: 1.1% Asian: 1.3% Hispanic/Latino: 3.6% White: 0.5%	2023-2024 <u>All Students: 3.2%</u> EML: 3.9% Foster Youth: 0% Homeless: 5.2% SWD: 6.8% SED: 4.5% African A./Black: 7.2% Asian: 2.4% Hisp/Latino: 4.3% White: 1.3%		2025-2026 All Students: 2.0% EML: 3.0% Foster Youth: 2.0% Homeless Youth: 3.0% SWD: 4.0% SED: 2.0% African A./Black: 1.0% Asian: 0.5% Hispanic/Latino: 2.0% White: 0.5%	2023-2024 <u>All Students: +0.5</u> EML: +0.5 Foster Youth: * Homeless: +1.3 SWD: +1.2 SED: +0.8 African A./Black: +6.1 Asian: +1.1 Hisp/Latino: +0.7 White: +0.8
3.2	Pupil expulsion rates	2022-2023 All Students: 17 EML: 4 of 17 Foster Youth: 0 of 17 Homeless: 3 of 17 SWD: 5 of 17 SED: 17 of 17 African A./Black: 0 of 17 Asian: 0 of 17 Hispanic/Latino: 16 of 17 White: 1 of 17	2023-2024 All Students: 20 EML: 2 of 20 Foster Youth: 0 of 20 Homeless: 2 of 20 SWD: 9 of 20 SED: 18 of 20 African A./Black: 0 of 20 Asian: 1 of 20 Hispanic/Latino: 19 of 20 White: 0 of 20		2025-2026 All Students: 14 EML: 2 Foster Youth: 0 Homeless Youth: 0 SWD: 0 SED: 23 African A./Black: 0 Asian: 0 Hispanic/Latino: 10 White: 10	2023-2024 <u>All Students: +3</u> EML: -2 Foster Youth: 0 Homeless: -1 SWD: +4 SED: +1 African A./Black: 0 Asian: +1 Hispanic/Latino: +3 White: -1

3.3	Panorama Student Survey Data	<p align="center">2023-2024</p> Supportive Adult Relationships (percentage responding favorably) Grades 3-6: 89% Grades 7-12: 85%	<p align="center">2024-2025</p> Supportive Adult Relationships (percentage responding favorably) Grades 3-6: 88% Grades 7-12: 86%		<p align="center">2026-2027</p> Supportive Adult Relationships (percentage responding favorably) Grades 3-6: 90% Grades 7-12: 88%	<p align="center">2024-2025</p> Grades 3-6: -1 Grades 7-12: +1
3.4	Panorama Student Survey Data	<p align="center">2023-2024</p> Teacher-Student Relationships (percentage responding favorably) Grades 3-6: 76% Grades 7-12: 56%	<p align="center">2024-2025</p> <i>Teacher-Student Relationships</i> (percentage responding favorably) Grades 3-6: 71% Grades 7-12: 61%		<p align="center">2026-2027</p> Teacher-Student Relationships (percentage responding favorably) Grades 3-6: 75% Grades 7-12: 64%	<p align="center">2024-2025</p> Grades 3-6: -5 Grades 7-12: +5
3.5	Panorama Student and Staff Survey Data	<p align="center">2023-2024</p> School Climate* (percent responding favorably) Grades 3-6: 60% Grades 7-12: 48% Teachers*: 63% Staff*: 60% *Data does not disaggregate by grade for teachers & staff	<p align="center">2024-2025</p> School Climate* (percent responding favorably) Grades 3-6: 59% Grades 7-12: 51% Teachers*: 66% Staff*: 68% *Data does not disaggregate by grade for teachers & staff		<p align="center">2026-2027</p> School Climate* (percent responding favorably) Grades 3-6: 63% Grades 7-12: 54% Teachers*: 69% Staff*: 70% *Data does not disaggregate by grade for teachers & staff.	<p align="center">2024-2025</p> Grades 3-6: -1 Grades 7-12: +3 Teachers*: +3 Staff*: +8

3.6	Panorama Student and Staff Survey Data	<p>2023-2024 Sense of Belonging (percentage that feel valued members of school community)</p> <p>Grades 3-6: 67% Grades: 7-12: 40% Teachers*: 68% Staff*: 65%</p> <p>*Data does not disaggregate by grade for teachers & staff.</p>	<p>2024-2025 Sense of Belonging (percentage that feel valued members of school community)</p> <p>Grades 3-6: 59% Grades: 7-12: 42% Teachers*: 65% Staff*: 73%</p> <p>*Data does not disaggregate by grade for teachers & staff.</p>		<p>2026-2027 Sense of Belonging (percentage that feel valued members of school community)</p> <p>Grades 3-6: 64% Grades: 7-12: 46% Teachers*: 70% Staff*: 75%</p> <p>*Data does not disaggregate by grade for teachers & staff.</p>	<p>2024-2025 Grades 3-6: -8 Grades 7-12: +2 Teachers*: -3 Staff*: +8</p>
3.7	Panorama Student Survey Data	<p>2023-2024 Engagement (how attentive and invested student are in class)</p> <p>Grades 3-6: 56% Grades 7-12: 26%</p>	<p>2024-2025 Engagement (how attentive and invested student are in class)</p> <p>Grades 3-6: 46% Grades 7-12: 26%</p>		<p>2026-2027 Engagement (how attentive and invested student are in class)</p> <p>Grades 3-6: 66% Grades 7-12: 36%</p>	<p>2024-2025 Grades 3-6: -10 Grades 7-12: 0</p>

3.8	Panorama Parent Survey Data	<p>2023-2024 School Climate* (Average reporting positively about social and learning climate of school)</p> <p>District 65% Elementary 75.9% JHS 65% HS 61.5%</p> <p>*Only Strongly Agree data was provided to SB Unified for this Survey</p> <p>Family Engagement * (responded favorably)</p> <p>District 24% Elementary 34.5% JHS 18.5% HS 20.5%</p> <p>Barriers to Engagement * (percentage responding favorably)</p> <p>District 83% Elementary 86% JHS 82.5% HS 80.5%</p>	<p>2024-2025 School Climate* (Average reporting positively about social and learning climate of school)</p> <p>District 69% Elementary 77.9% JHS 66% HS 65.8%</p> <p>*Only Strongly Agree data was provided to SB Unified for this Survey</p> <p>Family Engagement * (responded favorably)</p> <p>District 28% Elementary 41% JHS 19.5% HS 20.5%</p> <p>Barriers to Engagement * (percentage responding favorably)</p> <p>District 84% Elementary 84% JHS 83.5% HS 84.3%</p>		<p>2026-2027 School Climate* (Average reporting positively about social and learning climate of school)</p> <p>District 72% Elementary 80% JHS 69% HS 68%</p> <p>*Only Strongly Agree data was provided to SB Unified for this Survey</p> <p>Family Engagement * (responded favorably)</p> <p>District 32% Elementary 44% JHS 23% HS 24%</p> <p>Barriers to Engagement * (percentage responding favorably)</p> <p>District 87% Elementary 88% JHS 86% HS 86%</p>	<p>2024-2025 School Climate* (Average reporting positively about social and learning climate of school)</p> <p>District +4 Elementary +2.0 JHS +1 HS +4.3</p> <p>*Only Strongly Agree data was provided to SB Unified for this Survey</p> <p>Family Engagement * (responded favorably)</p> <p>District +4 Elementary +6.5 JHS +1 HS 0</p> <p>Barriers to Engagement * (percentage responding favorably)</p> <p>District +1 Elementary -2 JHS +1 HS +3.8</p>
3.9	Williams Act Facilities Compliance	<p>2023-2024 Local Indicator Basics: Teachers, Instructional Materials, Facilities 100% Compliant</p>	<p>2024-2025 Local Indicator Basics: Teachers, Instructional Materials, Facilities 100% Compliant</p>		<p>2026-2027 100% Compliant</p>	<p>2024-2025 No Change</p>
3.10	Williams Instructional Materials	<p>2023-2024 Local Indicator Basics: Teachers, Instructional Materials, Facilities 100% Compliant</p>	<p>2024-2025 Local Indicator Basics: Teachers, Instructional Materials, Facilities 100% Compliant</p>		<p>2026-2027 100% Compliant</p>	<p>2024-2025 No Change</p>

3.11	Teacher Credentialing	2023-24 Local Indicator Basics: Teachers, Instructional Materials, Facilities Credentialed Rate: 100% Outside Subject Rate: 1% Misassignment Rate: 1.1%	2024-25 Local Indicator Basics: Teachers, Instructional Materials, Facilities Credentialed Rate: 100% Outside Subject Rate: 0.12% Misassignment Rate: 0.12%		2026-2027 Credentialed Rate: 100% Outside Subject Rate: 0% Misassignment Rate: 0%	2024-25 Credentialed Rate: Maintained Outside Subject Rate: Decreased by 0.88% Misassignment Rate: Decreased by 0.98%
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Goal 3 Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

SBUSD School District implemented Goal 3 to enhance school culture, strengthen a sense of belonging, and advance inclusive practices. The district maintained a focus on trauma-informed practices, student engagement, and family-school partnerships. While most actions were implemented as planned, site-level needs and emerging data prompted modifications in pacing and scope across schools.

Implementation Overview and Key Adjustments:

1. School Climate and Culture (Actions 3.1 and 3.4):

Panorama survey data was administered districtwide to guide climate improvement planning. Professional learning on trauma-informed practices and schoolwide cultural celebrations were implemented across sites. Staff-reported climate improved significantly (from 60% to 68%), and teacher climate perceptions rose from 63% to 66%. Climate approval among secondary students has seen a notable increase, with grades 7-12 rising from 48% to 51%. Conversely, responses from elementary students have experienced a slight decline, dropping from 60% to 59%. Inclusive curriculum supports and student-led events were funded to reinforce identity-affirming school culture.

2. Discipline Data and Tiered Behavior Supports:

Suspension data showed an increase from 2.7% to 3.2% overall. African American students experienced a notable increase (from 1.1% to 7.2%), and Students with Disabilities rose from 5.6% to 6.8%. Suspension rates for homeless students also increased (+1.3%). While foster youth saw a suspension rate of 0%, these outcomes contributed to a districtwide review of Tier II supports. Expulsion counts rose slightly from 17 to 20, with 19 of the 20 involving Hispanic/Latino students. These patterns informed shifts in professional learning emphasis and site-level reflection on student discipline systems.

3. Relationships and Belonging (Actions 3.1 and 3.2):

Students across grade spans reported continued access to supportive adults (grades 3–6 at 88%, grades 7–12 at 86%). Teacher-student relationship perceptions decreased in elementary (from 76% to 71%) and increased in secondary (from 56% to 61%). Sense of belonging declined in grades 3–6 (from 67% to 59%) and improved slightly in grades 7–12 (from 40% to 42%). Family Engagement Liaisons expanded Outreach to support historically underserved groups. Districtwide family perceptions of school climate improved from 65% to 69%, and favorability towards barriers to engagement increased from 83% to 84%.

4. The Language Access Unit provided interpretation and translation services for IEPs, family meetings, and public events. Despite early-year vacancies, the team fulfilled essential obligations with support from contracted services and digital tools. Action 3.3 was implemented largely as planned.

Implementation of Goal 3 actions occurred at all sites, with changes in timing and scope based on climate and discipline data. The district experienced successes in adult-student connections, family engagement, and expanded access to identity-affirming practices. Disproportionate discipline data and declines in elementary student engagement prompted changes in professional development and site-level planning.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3, Action 1: Three additional MTSS Specialist positions were added to this action, resulting in higher actual expenditures, to support early education/preschools and to split coverage between Washington Elementary and Harding. In total, fifteen MTSS Specialists provided coordinated support and interventions for students from PreK through 12th grade across the District.

Goal 3, Action 2: No estimated material differences.

Goal 3, Action 3: No estimated material differences.

Goal 3, Action 4: No estimated material differences.

Goal 3, Action 5: No estimated material differences.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1: Comprehensive Coordination of Support and Interventions to Elevate Student Achievement

Effective (Sunset Action). MTSS Specialists supported the launch of schoolwide multi-tiered systems of support, assisting staff with interventions, and helped identify students for academic, behavioral, and wellness supports. These efforts helped to contribute to and strengthen Tier II/III coordination. Although this action will be discontinued and embedded into other site-based roles for 2025-26, its implementation contributed to the building of foundational systems that will help to sustain MTSS in the schools.

Action 2: *Enhance the School Climate Through Professional Learning and Cultural Celebrations*

Moderately Effective. Schools held cultural events and professional learning opportunities aimed at affirming student identity and improving climate. This contributed to positive gains in staff climate data (teachers: +3%; staff: +8%), as well as secondary student perceptions (+3%). However, climate and engagement scores declined slightly in elementary settings, including a 7-point drop in sense of belonging and 10-point drop in engagement. The uneven trends suggest that while the action made positive strides, implementation varied across grade spans and sites.

Action 3.3: *Increase Family Engagement and Support for Student Success*

Effective. Family Engagement Liaisons expanded outreach efforts and facilitated workshops, contributing to improved family climate perceptions—particularly at the elementary level, where engagement favorability rose from 34.5% to 41%. Districtwide engagement also increased (+4 percentage points). Liaisons supported connections for unduplicated student families and strengthened partnerships through site-based events, advisory groups, and individualized support, helping remove barriers and increase participation.

Action 3.4: *Comprehensive Language Access and Support for Families and Students*

Effective. The Language Access Unit (LAU) increased interpretation and translation services, improving communication with families and supporting participation in IEPs and school events. Favorable responses regarding barriers to engagement rose from 83% to 84%, and multilingual families reported greater access to school information. While interpreter staffing shortages created occasional delays, the overall structure of this action was successful in improving access and equity in family communication.

Action 3.5: *Create and Cultivate an Inclusive and Equitable School Culture to Improve Student Learning and Wellness*

Mostly Effective. Anti-bias education and culturally sustaining professional learning were implemented districtwide, contributing to positive shifts in adult practice and stronger staff climate perceptions (+3% for teachers, +8% for classified staff). Several schools expanded student-facing inclusion efforts, helping establish more affirming environments. However, despite these efforts, suspension rates increased overall, from 2.7% to 3.2%, with significant rises among African American students (+6.1 points) and Students with Disabilities (+1.2 points). While foundational work has been established, more continued efforts to deepen the integration of practices into schools will be the focus of this work during 2025-26.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

While no changes are proposed to the goal statement, metrics, or target outcomes for 2025–26, adjustments have been made to the actions. Action 1, *Comprehensive Coordination of Support and Interventions to Elevate Student Achievement*, has been discontinued, with its responsibilities integrated into site-based roles to sustain MTSS practices. This change reflects the foundational work completed in 2023–24. All other actions remain aligned to support inclusive environments, engagement, and family partnership.

All actions in Goal 3 have been renumbered following the removal of Action 1, with the remaining actions shifted up accordingly. The following highlights support the decision to retain these actions:

- A 33 percentage point increase in favorable parent responses related to school climate (now at 65 percent), driven by the expanded outreach and relationship-building efforts of Family Engagement Liaisons and improved access to language interpretation and translation services
- Strengthened support for the District Emergent Multilingual Learner Advisory Committee (DEMLAC) and Special Education Advisory Committee (SEAC) through coordinated district-wide engagement.
- The continued growth and strengthening of the Ethnic Studies program, now increasing its course offerings across all high schools, with ongoing curriculum development and junior high school pilot efforts. The course centers student identity, critical thinking, and cultural affirmation, services.ing SBUSD’s commitment to creating academically rigorous and socially meaningful learning experiences.
- Continued partnership with the Committee Advancing Black Achievement, Wellness, and Excellence (CABAWE), which provided valuable input on district policies, school climate concerns, and access to supports. CABAWE contributed to improved transparency of the Uniform Complaint Process, advocated for healing-centered learning spaces, and supported staff development focused on racial equity and belonging
- Effective coordination of cultural events and professional learning focused on affirming diverse identities and histories, contributing to a more inclusive school culture. These efforts were informed by Panorama survey data and student voice, and have supported ongoing learning around bias, equity, and student belonging.

Goal 3 Actions

Action #	Title	Description	Total Funds	Contributing
1	Enhance the School Climate Through Professional Learning and Cultural Celebrations	<p>Description: Staff will engage in professional learning focused on building safe, inclusive, and affirming school environments. Each school will regularly monitor student and family experiences to ensure ongoing improvement. ASB classes will lead cultural celebrations that honor the identities of Unduplicated students and their families, helping to build a strong sense of belonging and a positive school climate. These efforts will ensure all students feel safe, valued, and connected, supporting both their social-emotional well-being and academic success.</p> <p>Monitoring Metric: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8</p> <p>Expenditures: Instructional Materials; Contracted Services; Teacher Hourly Rate W/O Stdts; .33 Teacher position; .67 Teacher position</p> <p>Additional Funding: Title I, Site-Allocated LCAP Funds</p>	\$176,742	Yes
2	Increase Family Engagement and Support for Student Success	<p>Description: Family Engagement Liaisons at schools will provide consistent and meaningful family participation and learning opportunities to boost unduplicated student academic progress and wellness. They will also offer services and support to homeless and foster youth, removing barriers to attendance and wellness, and providing access to community-building opportunities. Additionally, the Family Engagement Liaisons will support the District Emergent Multilingual Learner Advisory Committee (DEMLAC) and Special Education Advisory Committee (SEAC).</p> <p>Monitoring Metric: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8</p> <p>Expenditures: Elementary Family Engagement Liaisons; Secondary Family Engagement Liaisons</p> <p>Additional Funding: Title I, Site-Allocated LCAP Funds</p>	\$1,602,320	Yes

3	Comprehensive Language Access and Support for Families and Students to Foster Academic Success	<p>Description: The Language Access Unit (LAU) will provide interpretation and translation services to support Unduplicated students, their families, and school sites. These services ensure meaningful family engagement by offering bilingual communication and learning opportunities in families' home languages, helping to support student academic progress. The LAU will also assist families of students in special education by ensuring clear, accessible communication during IEP meetings and throughout the educational process.</p> <p>Monitoring Metric: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8</p> <p>Expenditures: 4 Interpreter/Translators; Administrative Assistant; Supplies; Contracted Services</p> <p>Additional Funding: Special Education & General Fund</p>	\$988,770	Yes
4	Create and Cultivate an Inclusive and Equitable School Culture to Improve Student Learning and Wellness	<p>Description: Staff will receive professional learning in evidence-based anti-bias education to build a more equitable, inclusive, and healing-centered school culture. Instruction for students and direct services for Unduplicated students will increase to support culturally sustaining practices and inclusive school communities. Educators will be trained to identify and address racism and bias, helping to create a safe and welcoming environment for all TK–12 students and their families. These efforts aim to improve student engagement, academic achievement, and overall well-being.</p> <p>Monitoring Metric: 3.3, 3.4, 3.5, 3.6, 3.7, 3.8</p> <p>Expenditures: Instructional Materials; Contracted Services; Teacher Hourly Rate W/O Stdts; Conference Travel</p> <p>Additional Funding: CDE AntiBias Education Grant Program</p>	\$102,000	Yes

Goal 4

Goal #	Description	Type of Goal
4	<p>By June 2026, increase La Cuesta Continuation High School and Alta Vista School’s graduation rate by 10% by building a supportive school community focused on academic excellence, strong attendance, and a strong sense of student belonging. This will be accomplished through Universal Design for Learning (UDL), high-quality Tier 1 instruction, meaningful relationships with trusted adults, and targeted academic, social, and emotional support to ensure students are prepared for post-secondary success.</p>	<p>Equity Multiplier Focus Goal</p>

State Priorities addressed by this goal.

LCFF Priority 5: Student Engagement LCFF Priority 6: School Climate LCFF Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

The 2024 California School Dashboard identified chronic absenteeism and low graduation rates as persistent challenges for students at both La Cuesta Continuation High School and Alta Vista High School. As Equity Multiplier (EM) schools, each site receives targeted funding and support to address these longstanding performance disparities.

To inform the development of this goal, district staff engaged educational partners at both schools through a series of site-based consultations, including School Site Council meetings, leadership team discussions, and LCAP and SPSA alignment planning sessions held between December and April. Teachers, students, families, and school leaders analyzed data, identified root causes, and collaboratively prioritized strategies to address student disengagement, trauma-related barriers to learning, and the need for stronger academic recovery systems.

Partner feedback emphasized the urgency of re-engaging students who are chronically absent or behind in credits through personalized learning pathways, expanded access to social-emotional supports, and deeper integration of trauma-informed and restorative practices. As a result, this goal includes actions that directly respond to these needs, such as increased counseling staff, expanded wellness services, targeted credit recovery, and enhanced Multi-Tiered Systems of Support (MTSS).

The goal also reflects a shared commitment from site teams and district departments, including Educational Services, Student and Family Services, and Accountability, to align EM-funded strategies with student needs. District and site teams continue to meet regularly to assess progress, revise interventions, and ensure alignment between LCAP goals, SPSA actions, and Equity Multiplier requirements. Through this goal, SBUSD affirms its commitment to closing opportunity gaps by ensuring that students at La Cuesta and Alta Vista receive the resources, relationships, and responsive supports they need to graduate ready for college, career, and life.

The following Actions in Goal 4 address a school or student group within SBUSD or a student group in a school receiving the lowest performance level on one or more state indicators on the 2023 CA Dashboard as identified in this 2025-26 LCAP:

Metric	Location	Student Group	Actions
Graduation Rate	La Cuesta Continuation HS,	Hispanic/Lat, SED	4.1, 4.2, 4.3
CCI	La Cuesta Continuation HS	Hispanic/Lat, SED	4.1, 4.2, 4.3

Goal 4 Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate Indicator for La Cuesta High School Currently status is very low (lowest status) 67.9% or less in Current Year	2022-2023 All: 35.4% (-41.5) Hisp/Latin: 34.9% (-41.4) SED: 36.2% (-40.4) EML: 28.6% (-57.1) SWD: 14.3% (-55.7) Homeless: 29.2% (-55.2) FY: –	2023-2024 <u>All Students: 31.0%</u> Hisp/Latin: 27.0% SED: 32.5% EML: * Less than 11 SWD: 47.1% Homeless: 38.1%		2025-2026 All Students: 40% Hisp/Latin: 38% SED: 45% EML: 40% SWD: 52% Homeless: 45% FY: 20%	2023-2024 <u>All Students: -4.5</u> Hisp/Latin: -7.9 SED: -3.7 EML: * SWD: +32.8 Homeless: +8.9
4.2	Graduation Rate Indicator for Alta Vista HS Currently status is very low (lowest status) 67.9% or less in Current Year	2022-2023 All: 84.0% (-5.9%) SED: 79.0% (+1.4) EML: Less than 11 Students SWD: 78.9% (-6.8%) Homeless: 83.3% (+8.3%) FY: –	2023-2024 <u>All Students: 87.2%</u> Hisp/Latin: 83.3% SED: 83.1% EML: *Less than 11 students SWD: *Less than 11 students Homeless: 88.9% FY: *Less than 11 students		2025-2026 All Students: 92.0% SED: 88.0% EML: 20.0% SWD: 86.9% Homeless: 89.3% FY: 30.0%	2023-2024 <u>All Students: +3.3</u> Hisp/Latin: +3.7 SED: +4.0 EML: * SWD: * Homeless: +5.6 FY: *
4.3	Suspension Rate Indicator for La Cuesta Continuation HS	2022-2023 All Students: 4.3% (+1.1) SED: 4.7% (+1.4) EML: 8.3% (-7.3) SWD: 5.3% (+0.3) Homeless: 0.0% FY: –	2023-2024 <u>All Students: 10.1%</u> SED: 11.2% EML: 16% SWD: 3.6% Homeless: 5.3% FY: *Less than 11 students		2025-2026 All Students: 1.3% SED: 1.7% EML: 4.3% SWD: 2.3% Homeless: 0.0% FY: 0%	2023-2024 <u>All Students: +5.9</u> SED: +6.5 EML: +7.7 SWD: -1.6 Homeless: +5.3 FY: *

4.4	Suspension Rate Indicator for Alta Vista HS	2022-2023 All Students: 0% SED: 0% EML: 0% SWD: 0% Homeless: 0% FY: –	2023-2024 <u>All Students: 1.8%</u> SED: 2% EML: 0% SWD: 4.5% Homeless: 0% FY: *Less than 11 students		2025-2026 All Students: 0% SED: 0% EML: 0% SWD: 0% Homeless: 0% FY: 0%	2023-2024 <u>All Students: +1.8</u> SED: +2.0 EML: 0 SWD: +4.5 Homeless: 0 FY: *
4.5	College and Career Readiness for La Cuesta Continuation HS	2022-2023 All Students: 2.1% EML: 0.0% SED: 2.2% SWD: Less than 11 students Homeless: 0.0% FY: –	2023-2024 All Students: 0% EML: Less than 11 students SED: 0% SWD: 0% Homeless: 0% FY: *Less than 11 students		2025-2026 All Students: 12.1% EML: 10.0% SED: 12.2% SWD: 10.0% Homeless: 10.0% FY: 10.0%	2023-2024 All Students: -2.1 EML: * SED: -2.2 SWD: 0 Homeless: 0 FY: *
4.6	College and Career Readiness for Alta Vista HS	2022-2023 All Students: 40.5% EML: Less than 11 SED: 29.1% SWD: 23.5% Homeless: 15.0% FY: 0.0%	2023-2024 All Students: 40% EML: *Less than 11 SED: 20% SWD: * Less than 11 students Homeless: * Less than 11 students FY: *Less than 11 students		2025-2026 All Students: 50.5% EML: 10.0% SED: 39.1% SWD: 33.5% Homeless: 25.0% FY: 10.0%	2023-2024 All Students: -0.5 EML: * SED: -9.1 SWD: * Homeless: * FY: *

Goal 4 Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In the 2024–25 school year, the teams at La Cuesta and Alta Vista High Schools focused on improving student engagement, attendance, and graduation rates through dedicated efforts implementing their actions from Goal 4. This goal targets persistent performance issues highlighted in the 2024 California School Dashboard, as well as federal accountability designations such as Comprehensive Support and Improvement (CSI). Essential strategies encompassed maintaining small class sizes, enhancing access to wellness and mental health resources, providing comprehensive credit recovery programs, reinforcing case management systems, and ensuring the presence of full-time assistant principal leadership for both locations.

At La Cuesta, chronic absenteeism remained a significant barrier to academic success. The 2024 Dashboard reveals a concerning overall chronic absenteeism rate of 61.9%. Among specific groups, Emergent Multilingual Learners exhibit an even higher rate of 64.4%, while socioeconomically disadvantaged students follow closely at 62.4%. These figures are more than double the state average, demonstrating why the school is addressing this issue. The school's graduation rate remained critically low at 31.0%, well below the 68% threshold required to exit CSI status. Despite the challenges, students showed impressive progress in literacy, with almost half meeting or approaching the standards on the STAR Reading assessment, alongside strong engagement levels in the Lexia program, which focuses on English Language Arts intervention. Recent 2024-25 Panorama school climate data reveal promising trends, with a 14% increase in students indicating a positive learning environment and an 11% increase in the number of students who recognize a trusted adult on campus. Survey responses revealed that nearly 50% of students frequently experience feelings of sadness or loneliness, highlighting the critical necessity for enhanced social-emotional support.

Alta Vista High School, by contrast, continued to post strong results. The school celebrated a remarkable graduation rate of 87.2%, with socioeconomically disadvantaged students achieving 83.1% and Hispanic/Latino students attaining 83.3%, both exceeding the state's prestigious "Very High" performance benchmark. Suspension rates remained low at 1.8%, and students consistently reported a positive school climate and strong adult connections.

While most planned actions were implemented as intended, several required midyear adjustments. Assistant principal support, initially envisioned as a shared role, was maintained full-time to meet site demands. The implementation of Tier II interventions faced delays because of staffing shortages. Credit recovery offerings were successfully expanded and played a critical role in supporting student progress. However, counselor availability was strained by turnover, leading to higher caseloads and service delays.

As we approach the 2025–26 academic year, both high schools are committed to enhancing its investment in Goal 4. This will be achieved through the strategic allocation of CSI, Supplemental, and Equity Multiplier funds. Key priorities encompass the development of improved MTSS tracking systems, increased access to college and career readiness pathways, such as Career and Technical Education (CTE) and dual enrollment opportunities through SBCC and STRIVE, and a deeper integration of trauma-informed support initiatives, including programs like 7 Mindsets and Leader in Me. La Cuesta and Alta Vista are committed to enhancing postsecondary exposure opportunities by implementing Paxton Patterson labs and organizing college field trips. This initiative will ensure that students in alternative settings are well-prepared for long-term success.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4, Action 1: No estimated material differences.

Goal 4, Action 2: No estimated material differences.

Goal 4, Action 3: No estimated material differences.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 4.1: *Implement School-Based Mentorship and Counseling Program to Improve Student Engagement*

Effective. The school-based mentorship and counseling program contributed to improvements in student-staff relationships, with Panorama data showing an 11-point increase in students identifying a trusted adult on campus (from 78% to 89%). Staff recognition and wellness initiatives created a more supportive climate, as evidenced by a 14-point rise in favorable student perceptions. These results suggest that this action helped re-engage students and foster a sense of belonging. While high turnover among counselors presented challenges, the foundational work supported long-term relationship building and social-emotional development.

Action 4.2: *Develop and Implement a Comprehensive Plan to Provide School and Community Resources to Students to Prepare for College and Career*

Partially Effective. College and career readiness efforts began to take shape through field trips, career exploration, SBCC application workshops, and project-based learning. Early results were promising, including increased student participation in preparatory activities. However, La Cuesta's graduation rate remained low (31.0%), and measurable gains on the College and Career Indicator have yet to materialize. Ongoing implementation in 2025-26 will be key to solidifying the infrastructure for long-term success and ensuring alignment with evolving student needs.

Action 4.3: *Improve Transportation Services for Students to Increase Attendance and Participation*

Limited Effectiveness. Although transportation services were provided to reduce barriers for students experiencing hardships, chronic absenteeism remained extremely high (61.9%). Staffing disruptions and capacity limitations reduced the effectiveness of outreach and case management. While transportation was intended to remove obstacles, attendance outcomes suggest that the action was insufficient in addressing the deeper causes of chronic absenteeism. Expanded Tier II supports and restructured outreach systems will be necessary to strengthen the impact of this action.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In the 2024-25 school year, the teams at La Cuesta and Alta Vista High Schools focused on improving student engagement, attendance, and graduation rates through dedicated efforts implementing Goal 4. This goal targets persistent performance issues highlighted in the 2024 California School Dashboard, as well as federal accountability designations such as Comprehensive Support and Improvement (CSI). Both

schools also receive Equity Multiplier (EM) funding, which prioritizes increased or improved services for students experiencing the greatest barriers to academic success.

To inform refinements to Goal 4 for the 2025-26 LCAP and corresponding SPSAs, district staff conducted a series of structured consultations with educational partners at each site, including students, families, school staff, and community organizations. These meetings occurred during School Site Council sessions, leadership team gatherings, LCAP input meetings, and dedicated student voice panels. Stakeholder input played a critical role in shaping the direction of the goal, particularly in identifying barriers to engagement, gaps in mental health support, and the urgent need for stronger college and career pathways.

At La Cuesta High School, the 2024 Dashboard identified a chronic absenteeism rate of 61.9%, with even higher rates among Emergent Multilingual Learners and socioeconomically disadvantaged students. Graduation rates declined from 35.4% to 31.0%, prompting a revised 2025–26 goal of 41% to reflect targeted support for fifth-year graduates and alternative completion pathways. Stakeholders emphasized the importance of maintaining small class sizes, increasing access to wellness services, and implementing proactive attendance strategies, including home visits, daily check-ins, and PBIS incentives. Panorama survey data also showed that nearly half of students frequently experience sadness or loneliness, leading to an expanded focus on trauma-informed SEL programs such as BASE (7 Mindsets) and Leader in Me, as well as partnerships with the Family Service Agency to provide onsite mental health counseling.

Alta Vista High School, while demonstrating a strong graduation rate of 87.2% and low suspension rates, used its EM funding to sustain high levels of student connection and personalized support. Partners at Alta Vista voiced continued support for small school environments, full-time assistant principal leadership, and robust credit recovery programs that maintain student momentum toward graduation.

Based on educational partner input and data analysis, the 2025-26 plan introduces expanded postsecondary readiness strategies at both sites. These include the addition of Paxton Patterson career labs for hands-on exploration, dual enrollment access through STRIVE and SBCC, and college field trips supported by CalSOAP. A new 0.5 FTE Independent Study Specialist TOSA (Action 4.2) will further support credit recovery and academic tracking for at-promise students. Instruction remains anchored in Lexia and IXL platforms, with an intentional alignment to CAASPP rigor and continued use of the STAR Reading assessment as a progress-monitoring tool.

Together, these updates reflect the district's commitment to ensuring that Equity Multiplier-funded supports are informed by authentic partner consultation, targeted to student needs, and designed to close opportunity gaps for students at La Cuesta and Alta Vista High Schools.

Goal 4 Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement School-Based Mentorship and Counseling Program to Improve Student Engagement	<p>Description: Implement a comprehensive mentorship, counseling, and instructional support program at La Cuesta to reduce chronic absenteeism, improve behavior, and increase academic engagement. The program will integrate Universal Design for Learning (UDL), strong Tier 1 instruction, and clear learning targets to support student achievement, attendance, and engagement, ultimately aiming to raise graduation rates by 10%. Educators will receive targeted professional development to enhance instructional practices in alternative education settings.</p> <p>Monitoring Metrics: 4.1, 4.2, 4.3, 4.4, 4.5</p> <p>Expenditures: Instructional Materials; Contracted Services; College and Career Tech Counselor (1 FTE)</p> <p>Additional Funding Source: CSI</p>	\$220,305	Yes

2	Develop and Implement a Comprehensive Plan to Provide School and Community Resources to Students to Prepare for College and Career	<p>Description: Develop and implement a comprehensive support plan to remove barriers for students transitioning to an alternative school setting. This action will offer targeted academic, social, and emotional support to strengthen student connectedness, promote credit recovery, and reduce the risk of academic failure and disengagement. It will also connect students and families with school and community resources, with a focus on preparing students for college and career success.</p> <p>Monitoring Metrics: 4.1, 4.2, 4.3, 4.5, 4.6</p> <p>Expenditures: Contracted Services; Instructional Coach; Curriculum Specialist; ALD/ELA Teacher (0.5 FTE); Social Studies/Ethnic Studies Teacher (0.5 FTE); Independent Study TOSA (0.5 FTE)</p> <p>Additional Funding Source: CSI, Equity Multiplier</p>	\$238,205	Yes
3	Improve Transportation Services for Students to Increase Attendance and Participation	<p>Description: Provide transportation and advocacy support for students experiencing hardships to ensure continued access to education, credit completion, and graduation. This action includes funding for transportation services and staff support to assist students and families, while promoting a school climate centered on belonging and academic success. By connecting students with trusted advocates and essential resources, this action aims to improve attendance, increase engagement, and raise La Cuesta's graduation rate by 10%.</p> <p>Monitoring Metrics: 4.1, 4.2, 4.5, 4.6</p> <p>Expenditures: Supplies; Contracted Services; College and Career Tech Counselor (1 FTE); Paraeducator Hourly Rate</p> <p>Additional Funding Source: Equity Multiplier</p>	\$102,235	Yes

Increased or Improved Services for Foster Youth, Emergent Multilingual Learners, and Low-Income Students for LCAP Year 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$21,654,269	\$1,236,416

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
14.745%	0%	\$0	14.745%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or school wide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #s	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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<p>Goal 1 (ELA): Action 1.1 Action 1.2 Action 1.3 Action 1.4 Action 1.5 Action 1.9 Action 1.14</p>	<p style="text-align: center;"><u>NEED</u></p> <p>All Students Status: Orange (Low) Change: Declined DFS: -6.1 (+11.1) Indicates a systemic need for stronger ELA instruction district-wide.</p> <p>Long-Term English Learners (LTELs) Status: Red (Very Low) Change: Declined Significantly DFS: -72.5 (-1.9) Most critical gap; performance over 70 points below standard.</p> <p>Students with Disabilities (SWDs) Status: Orange (Low) Change: Declined DFS: -68.3 (-4.2) Persistent underperformance with continued decline.</p> <p>English Learners (ELs) Status: Orange (Low) Change: Declined DFS: -72.5 (-1.9) Limited progress despite targeted services.</p>	<p>Goal 1: Improve Academic Outcomes for Unduplicated Students (ELA)</p> <p>The 2024 ELA California Dashboard shows All Students in Orange status (Low) with a declining trend. LTELs performed more than 70 points below standard (Red), while SWDs, EMLs, and Homeless Youth also declined, highlighting the need for stronger Tier I instruction and differentiated supports.</p> <p>To address these disparities, SBUSD implemented the following LEA-wide actions:</p> <p>Action 1.1: Instructional Support Specialists Instructional Specialists provide coaching, facilitate data cycles, and support implementation of ELA/ELD strategies, with a focus on LTELs, EMLs, SWDs, and SED students.</p> <p>Action 1.2: Structured Weekly PLC Time Protected collaboration time enables teachers to analyze data, differentiate instruction, and align practices. Emphasis is placed on identifying and supporting students below benchmark.</p> <p>Action 1.3: Instructional Coaching Coaches deliver real-time feedback and modeling on high-leverage practices such as structured academic discourse and foundational skills, particularly beneficial for EMLs and students with IEPs.</p> <p>Action 1.4: Classified Curriculum Specialists Push-in support for small-group literacy instruction, especially in TK-3, helps address early reading needs for ELs, SWDs, and SED students.</p>	<p style="text-align: center;"><u>METRICS</u></p> <p>1.1 English Language Arts CAASPP Distance from Standard (DFS)</p> <p>1.3 English Language Progress Indicator ELPI</p> <p>1.4 Reclassification Rate</p> <p>1.5 Percentage of LTEL Students</p> <p>1.16 1st Grade Early Literacy Assessment (Winter)</p> <p>1.17 1st Grade Star Reading Assessment (Winter)</p> <p>1.18 2nd Grade Star Reading Assessment (Winter)</p>
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	<p>Homeless Youth Status: Orange (Low) Change: Declined DFS: -68.3 (-4.2) Gaps persist due to housing instability and inconsistent support.</p> <p>Socioeconomically Disadvantaged (SED) Status: Yellow (Medium) Change: Increased DFS: -40.7 (+7.3) Modest improvement, but still significantly below standard.</p>	<p>Action 1.5: Extended Learning & Intervention Before/after-school programs provide targeted academic support for students below benchmark, especially LTELs and SWDs who need additional time to close gaps.</p> <p>Action 1.9: Capacity Building for Educators and Families Supporting EMLs EML Leads will support school leaders to provide targeted student guidance, track reclassification data, and work collaboratively with teachers using iELD strategies and tools to enhance language targets for EMLs and LTELs.</p> <p>Action 1.14: Enhance Special Education Support for EML Students To address the needs of EMLs and LTELs, Bilingual Senior Office Assistants at comprehensive high schools will support families with communication and access to school services that promote student success. Bilingual Paraeducators will participate in monthly institute-based professional learning to enhance their ability to provide targeted academic and language support in the classroom.</p>	
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Goal 1 (Mathematics):	<u>NEED</u>	Goal 1: Improve Academic Outcomes for Unduplicated Students (Mathematics)	<u>METRICS</u>
<p>Action 1.1</p> <p>Action 1.2</p> <p>Action 1.3</p> <p>Action 1.4</p> <p>Action 1.5</p> <p>Action 1.6</p> <p>Action 1.7</p>	<p>All Students Status: Orange (Low) Change: Maintained DFS: -36.0 Indicates a systemic need for stronger Tier I math instruction.</p> <p>Long-Term English Learners (LTELs) Status: Red (Very Low) Change: Declined Significantly DFS: -165.3 (-22.9) Most severe gap; performance over 165 points below standard.</p> <p>Students with Disabilities (SWDs) Status: Orange (Very Low) Change: Increased DFS: -134.9 (+5.0) Slight gains, but performance remains far below grade level.</p> <p>English Learners (ELs) Status: Orange (Low) Change: Maintained DFS: -93.9 No measurable progress despite ongoing supports.</p>	<p>The need to improve mathematics instruction is evident across all schools, with All Students performing in the Orange status and significant underperformance among LTELs, SWDs, ELs, and SED students. Providing support districtwide ensures consistent access to high-quality instruction, aligned interventions, and equitable resources for unduplicated students at every site.</p> <p>Action 1.1: Instructional Support Specialists Instructional Support Specialists partner with school sites to strengthen Tier I math instruction through lesson modeling, data-driven planning, and implementation support aligned to the California Math Framework. Their focus on differentiation and equitable access to high-quality instruction helps elevate the learning experience for all students, particularly Long-Term English Learners (LTELs) and Students with Disabilities (SWDs), who thrive with structured, language-rich math environments. Having designated specialists to serve districtwide ensures every school benefits from expertise and shared instructional leadership.</p> <p>Action 1.2: Structured PLC Time Weekly Professional Learning Community (PLC) time empowers educators to collaboratively analyze student data, surface learning trends, and refine instruction in real time. This systemwide structure supports responsive teaching practices that meet the diverse strengths and needs of Socioeconomically Disadvantaged (SED) and English Learner (EL) students, among others.</p>	<p>1.2 Mathematics CAASPP Distance from Standard (DFS)</p> <p>1.13 Panorama Student Survey Data</p> <p>1.19 1st Grade Star Math Assessment (Winter)</p> <p>1.20 2nd grade STAR Math Assessment</p>

	<p>Socioeconomically Disadvantaged (SED) Status: Orange (Low) Change: Maintained DFS: -72.0 Continued low performance with no year-over-year growth.</p>	<p>Action 1.3: Instructional Coaching Instructional Coaches enhance teacher practice by providing co-teaching, modeling, and feedback grounded in high-impact math strategies, such as math language routines. These practices deepen conceptual understanding and make math accessible for all learners, particularly multilingual students and students with disabilities. The districtwide coaching model ensures all educators, regardless of site, benefit from expert guidance and professional learning, while also fostering consistency and alignment in math instruction across grade levels.</p> <p>Action 1.4: Classified Curriculum Specialists Classified Curriculum Specialists support teachers in delivery of small-group math support during core instruction, targeting early numeracy, fluency, and problem-solving. Their push-in model reinforces inclusive practices by allowing students, especially English Learners and socioeconomically disadvantaged students, to receive individualized support without missing key instruction. By embedding this role across elementary sites, SBUSD strengthens early intervention and builds a strong foundation for long-term success in mathematics.</p> <p>Action 1.5: Extended Learning & Intervention Extended learning programs offer students additional time and space to deepen their understanding of math concepts through before and after-school instruction. These opportunities are designed to reinforce daily classroom learning and support continued growth for students who benefit from more time to master foundational skills.</p>	
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Action 1.6: Comprehensive Tier II Math Instruction in Secondary Schools

To address persistent math underperformance among unduplicated students, SBUSD will implement targeted Tier 2 interventions at the secondary level based on screener and formative assessment data. At junior high schools, designated staff such as Math Teachers or Curriculum Specialists will provide small-group support within core math classes. At comprehensive high schools, a dedicated math intervention period will be offered throughout the year for students needing both Tier 1 and Tier 2 instruction. These models are designed to strengthen foundational skills and accelerate progress toward meeting grade-level standards.

Action 1.7: Enhance Tier I Instruction through Class Size Reduction

To address persistent underperformance in mathematics among unduplicated students, SBUSD has implemented reduced class sizes in elementary and secondary schools. Smaller class sizes support stronger Tier I instruction, allow for more individualized support, and increase student engagement—key strategies for improving outcomes in math and closing achievement gaps.

Goal 1 (College & Career Readiness) Action 1.8 Action 1.11 Action 1.12 Action 1.13	<u>NEED</u> The percentage of Socioeconomically Disadvantaged (SED) students meeting UC/CSU A–G requirements declined from 50.2% in 2022–23 to 47.6% in 2023–24, reflecting a downward trend in college eligibility. While performance on Advanced Placement exams remained flat at 15.7% across both years, it continues to indicate limited access to or success in college-level coursework. This stagnation in AP performance and decline in A–G completion highlight the need for increased academic supports, expanded access to rigorous courses, and targeted interventions to strengthen college readiness outcomes for SED students.	Goal 1 (College & Career Readiness) These actions are provided LEA-wide to ensure all SED students, regardless of school site, have equitable access to the academic supports, college readiness programs, and postsecondary opportunities needed to address persistent achievement gaps. Centralized coordination allows the district to deploy resources strategically, promote consistency in implementation, and respond effectively to the systemwide decline in A–G completion and stagnant AP performance among SED students. Action 1.8: Enhance College & Career Readiness with Additional Counselors By providing targeted outreach, mentoring, and guidance, additional College and Career Counselors help SED students navigate course selection, A–G requirements, and postsecondary planning. This support reduces barriers and increases access to college- and career-aligned opportunities, addressing declines in A–G completion and stagnant AP performance. Action 1.11: Expand AVID to Promote College & Career Readiness To strengthen college readiness for SED students, AVID sections at the secondary level will provide targeted support through evidence-based instruction, collaborative learning, leadership development, and college exposure. AVID-trained educators will guide students in building the skills and experiences needed to access and succeed in rigorous coursework and postsecondary opportunities.	<u>METRICS</u> 1.6 Graduation Rate Four-Year Adjusted Cohort Graduation Rate 1.7 College / Career Indicator (CCI) 1.8 CTE Pathway Completion: 1.9 Graduates Meeting UC/CSU Requirements: 1.10 Scored 3 or Higher on the Advanced Placement Exams 1.11 Met UC/CSU Requirements and CTE Pathway Completion in at least one CTE Pathway

		<p>Action 1.12: CTE Pathways to Promote Postsecondary Success To address declining A–G completion and stagnant AP performance among SED students, the College and Career Readiness (CCR) team expands access to dual enrollment, CTE pathways, and AP supports. Prioritizing low-income students, they coordinate college readiness activities and provide targeted guidance to improve postsecondary outcomes.</p> <p>Action 1.13: PEAC Tutoring and College Access Support To address declining A–G completion and stagnant AP performance among SED students, the PEAC Program offers targeted tutoring, mentoring, and counseling at three high schools and four junior highs. These supports help SED students improve academic performance, maintain a 3.0+ GPA, and stay on track to meet college eligibility requirements.</p>	
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<p>Goal 2: Action 2.1 Action 2.2 Action 2.3 Action 2.4 Action 2.5</p>	<p style="text-align: center;"><u>NEED</u></p> <p>Chronic absenteeism declined districtwide from 22.5% in 2022–23 to 16.9% in 2023–24, reflecting the impact of targeted supports. EMLs saw a notable drop in chronic absenteeism from 24.3% to 16.1%, yet experienced an increase in high school dropouts, contributing to a districtwide rise from 62 to 66 students.</p> <p>SED students and Foster Youth continue to experience elevated absenteeism rates, underscoring the need for sustained intervention.</p>	<p>Goal 2 - Behavior, Social Emotional & Wellness</p> <p>Action 2.1: Enhance District Capacity to Provide Essential Mental Health Services The district expanded Tier I through Tier III mental health services by allocating both district-employed and contracted mental health clinicians to all school sites. This action was designed to address significantly elevated suspension rates among Long-Term English Learners (10.9%), Students with Disabilities (6.6%), and Homeless Youth (5.2%). The district guarantees that all students, regardless of their school location, receive essential emotional and behavioral health support by implementing trauma-informed care through a centralized delivery model.</p> <p>Action 2.2: Improve Student Sense of Belonging and Connectedness to School with Targeted Prevention Support Youth Outreach Workers will facilitate community building activities for Unduplicated Students to strengthen relationships with trusted adults, promote engagement, and build confidence and agency.</p> <p>Action 2.3: Strengthen Student Wellness Through Tiered Social-Emotional Curriculum to Support Instruction Tier II involves targeted interventions to address specific behavioral and social-emotional needs of individual students and groups using social-emotional curriculum to support educator instruction to students to enhance positive interactions and overall wellness.</p>	<p style="text-align: center;"><u>METRICS</u></p> <p>2.1 Attendance 2.2 Chronic Absenteeism</p> <p>Panorama Survey: 2.5 Emotional Regulation 2.6 Self-Management 2.7 Social Awareness 2.8 Positive Feelings 2.9 Challenging Feelings</p>
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Action 2.4: Build Support Staff Capacity at Schools to Improve Outcomes for EML Students in Special Education

Bilingual paraeducators will participate in an institute at the start of the year and ongoing professional learning focused on behavior intervention, crisis response, and academic support. This training will strengthen their ability to support EMLs in Special Education settings and promote positive, inclusive learning environments, reducing suspension rates.

Action 2.5: Enhance Social-emotional Learning, Behavior and Wellness Support by JHS and HS Intervention Coordinators Providing Targeted Tier II and Tier III Intervention

Seven Intervention Coordinators are placed at all junior high and high school campuses to provide Tier II and Tier III interventions, lead restorative practices, and support students through site-based Wellness Centers.

<p>Goal 3: Action 3.1 Action 3.2 Action 3.3 Action 3.4</p>	<p style="text-align: center;"><u>NEED</u></p> <p>Suspension rates increased from 2022–23 to 2023–24 for key student groups:</p> <ul style="list-style-type: none"> ● EML students rose from 3.4% to 3.9% ● SED students increased from 3.7% to 4.5% ● Homeless students increased from 3.9% to 5.2% ● SWD students increased significantly from 5.6% to 6.8% 	<p>Goal 3 - Culture & Climate</p> <p>Collectively, these actions under Goal 3 provide a coherent districtwide strategy to improving suspension rates by focusing on student well-being, reducing disciplinary disparities, and promoting inclusive learning environments across all SBUSD schools.</p> <p>Action 3.1: Enhance the School Climate Through Professional Learning and Cultural Celebrations To help reduce suspensions among EML, SED, and other unduplicated students, staff will engage in professional learning to create safe, inclusive, and affirming school environments and implement practices in all schools. Ongoing climate monitoring and student-led cultural celebrations will foster a stronger sense of belonging, helping students feel valued and supported, key factors in improving behavior and reducing exclusionary discipline.</p> <p>Action 3.2: Increase Family Engagement and Support for Student Success This action supports lower suspension rates by connecting families, especially of foster, homeless, and EML students, with resources and early interventions. Stronger family engagement helps address root causes of behavior, improve attendance, and promote student success in supportive, inclusive environments.</p>	<p style="text-align: center;"><u>METRICS</u></p> <p>3.1: Suspension Rate 3.2: Expulsion Rate</p>
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Action 3.3: Comprehensive Language Access and Support for Families and Students to Foster Academic Success

This action helps reduce suspension rates by ensuring families, especially those of EML and special education students, can fully engage in their child's education through accessible, bilingual communication. When families understand and participate in school processes, students receive more consistent support, improving behavior, reducing misunderstandings, and strengthening connections that prevent exclusionary discipline.

Action 3.4 Create and Cultivate an Inclusive and Equitable School Culture to Improve Student Learning and Wellness

This action addresses the need to reduce suspension rates by training staff to address bias and create inclusive, culturally responsive environments. These efforts improve student belonging, reduce disciplinary disparities, and support the success of unduplicated students.

<p>Goal 4: Action 4.1 Action 4.2 Action 4.3</p>	<p style="text-align: center;"><u>NEED</u></p> <p>At La Cuesta, suspensions rose from 4.3% to 10.1% overall, with particularly high rates among SED students (11.2%) and EML students (16%).</p> <p>Alta Vista suspensions among SED students increased to 2%, and SWD students to 4.5%.</p> <p>These trends point to the need for schoolwide expanded restorative practices, targeted mental health supports, and a more inclusive school culture to reduce exclusionary discipline and improve student engagement.</p>	<p>Goal 4 - La Cuesta and Alta Vista Graduation Rates</p> <p>Action 4.1 Implement School- Based Mentorship and Counseling Program to Improve Student Engagement This action addresses high absenteeism, suspension rates, and low graduation rates by providing integrated mentorship, counseling, and UDL-based instruction. These supports increase engagement, improve behavior, and help students stay on track to graduate. It is provided at a school-wide level to ensure all students at La Cuesta have consistent access to academic, behavioral, and emotional supports.</p> <p>Action 4.2 Develop and Implement a Comprehensive Plan to Provide School and Community Resources to Students to Prepare for College and Career Targeted academic, social, and emotional supports are provided to help students in alternative settings overcome barriers to engagement, credit recovery, and postsecondary readiness. A school-wide approach ensures every student transitioning into La Cuesta or Alta Vista receives consistent, structured support, fostering connectedness and reducing the risk of failure or disengagement.</p> <p>Action 4.3 Improve Transportation Services for Students to Increase Attendance and Participation</p>	<p style="text-align: center;"><u>METRICS</u></p> <p>4.1 Graduation Rate Indicator for La Cuesta</p> <p>4.2 Graduation Rate Indicator for Alta Vista HS</p> <p>4.3 Suspension Rate Indicator for La Cuesta Continuation HS</p> <p>4.4 Suspension Rate Indicator for Alta Vista HS</p> <p>4.5 College and Career Readiness for La Cuesta ContinuationHS</p> <p>4.6 College and Career Readiness for Alta Vista HS</p>
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		<p>This Action removes transportation barriers and provides advocacy support for students experiencing hardships, which directly impacts attendance, engagement, and credit completion. Providing it school-wide ensures all students facing challenges at La Cuesta have equitable access to education, trusted support, and the resources needed to stay on track for graduation.</p>	
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Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>Goal 1</p> <p>Action 1.10</p>	<p>Unique Identified Needs:</p> <p>Emergent Multilingual Learners (EMLs), particularly Long-Term English Learners (LTELs), experience persistent academic underperformance and limited access to targeted instructional supports in core classrooms. In 2023–24, LTELs had the lowest academic outcomes among all English Learner groups, with a Distance from Standard (DFS) of -128.9 in English Language Arts and -165.3 in Mathematics. Their English Learner Progress Indicator (ELPI) remained well below state benchmarks, and reclassification rates continue to lag. For dual-identified LTELs with disabilities, the need is even more acute, as they require instructional support that integrates both language development and IEP-aligned accommodations. Many paraeducators currently supporting these students lack formal training in structured scaffolding and language acquisition strategies aligned with the district’s English Learner Master Plan.</p>	<p>How the Action Addresses Needs:</p> <p>This action focuses on the integration of trained bilingual paraeducators into classrooms at both elementary and secondary schools. These paraeducators work alongside teachers to deliver Tier I, II, and III instruction aligned with ELD and ELA standards. Their work focuses on scaffolding content, reinforcing language objectives, and providing small-group and individualized academic support. Priority is placed on LTELs and Newcomer students. To ensure instructional quality and alignment, paraeducators receive targeted professional learning and ongoing coaching in formative assessment, reclassification strategies, and academic language supports. The action also supports collaboration between paraeducators and case managers to better serve LTELs with disabilities through inclusive practices.</p>	<p>Effectiveness Metrics:</p> <p>1.1 English Language Arts CAASPP Distance from Standard (DFS)</p> <p>1.2 Mathematics CAASPP Distance from Standard (DFS)</p> <p>1.3 English Language Progress Indicator ELPI</p> <p>1.4 Reclassification Rate (LTEL subgroup)</p> <p>1.5 Percentage of LTEL Students</p> <p>1.6 Graduation Rate Four-Year Adjusted Cohort Graduation Rate</p>

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, Emergent Multilingual Learners, and low-income students, as applicable.

SBUSD is strategically increase staffing and services at schools with the highest enrollments of Foster Youth, English Learners (including Long-Term English Learners), and Low-Income Students based on student enrollment data. These investments directly support the implementation of academic and wellness systems designed to address both instructional access and mental health needs.

To strengthen Tier I and Tier II academic instruction (Goal 1, Action 4), the district has expanded the number of Curriculum Specialists across school sites. Their primary role is to support educators in providing small-group instructional interventions within core academic areas, including ELA, Math, and English Language Development. Site assignments are data-driven and determined by the number and percentage of English Learners (EMLs), including LTELs, enrolled at each school. Schools with higher concentrations of EMLs will receive a greater number of specialists to accelerate standards-based learning and language development.

In support of inclusive, multilingual classrooms (Goal 1, Action 10), SBUSD has increased the number of Bilingual Paraeducators. These paraeducators assist with Tier I instruction and deliver Tier II support aligned with the district's Master Plan for English Learners. Their assignments are prioritized at schools serving the highest numbers of EMLs and students dually identified as EMLs with disabilities or LTELs, ensuring differentiated instruction is accessible during core instructional blocks.

To address the social-emotional and mental health needs of unduplicated students (Goal 2, Action 1), the district has expanded its team of Mental Health Clinicians, allowing for full-time placement across all four Junior High Schools and elementary schools participating in the RISE model. This model reduces reliance on external agencies and provides on-site, school-connected mental health supports within a Multi-Tiered System of Support (MTSS). The expansion is driven by Panorama survey data showing only **42%** of secondary students feel a sense of belonging, and **26%** report high levels of classroom engagement.

Together, these targeted investments will improve academic growth, increase reclassification rates for LTELs, reduce chronic absenteeism and suspensions, and expand direct access to culturally responsive wellness supports for our most at-risk student populations.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Elementary School 43:1 Junior High School 46:1 Senior High School 44:1	Elementary School 32:1 Junior High School 26:1 Senior High School 40:1
Staff-to-student ratio of certificated staff providing direct services to students	Elementary School 23:1 Junior High School 25:1 Senior High School 26:1	Elementary School 20:1 Junior High School 22:1 Senior High School 24:1

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	\$ 146,862,448	\$ 21,654,269	14.745%	0.000%	14.745%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 23,211,544	\$ 1,672,264	\$ -	\$ 2,052,015	\$ 26,935,823.00	\$ 24,905,988	\$ 2,029,835

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Build Educator & Administrator Capacity in Tiered-levels of Curriculum, Instruction, and Assessment for Students	All	Yes	LEA-wide	All	All	Ongoing	\$ 1,458,323	\$ -	\$ 569,157	\$ 700,000	\$ -	\$ 189,166	\$ 1,458,323	0.000%
1	2	Foster Collaboration Among Elementary Teachers in Professional Learning Communities to Enhance Tiered Student Support	All	Yes	LEA-wide	All	Elementary Schools	Ongoing	\$ 3,959,670	\$ -	\$ 3,867,857	\$ 91,813	\$ -	\$ -	\$ 3,959,670	0.000%
1	3	Enhance Teacher Proficiency to Deliver High Quality Tier 1 ELA, ELD and Mathematics Instruction	All	Yes	LEA-wide	All	Elementary Schools	Ongoing	\$ 1,257,592	\$ -	\$ 1,198,373	\$ -	\$ -	\$ 59,219	\$ 1,257,592	0.000%
1	4	Strengthen Tier 2 Instructional Support for Unduplicated Students with Curriculum Specialists	All	Yes	LEA-wide	All	All	Ongoing	\$ 2,037,156	\$ -	\$ 2,026,865	\$ -	\$ -	\$ 10,291	\$ 2,037,156	0.000%
1	5	Implement Before & Afterschool Targeted Tier 2 and Tier 3 ELA & Math Intervention for Elementary and Secondary Students	All	Yes	LEA-wide	All	All	Ongoing	\$ 50,000	\$ 60,000	\$ 10,000	\$ 100,000	\$ -	\$ -	\$ 110,000	0.000%
1	6	Provide Comprehensive Tier 2 Math Instruction for Junior High School and High School Students	All	Yes	LEA-wide	All	Secondary Schools	Ongoing	\$ 264,164	\$ -	\$ 214,164	\$ -	\$ -	\$ 50,000	\$ 264,164	0.000%
1	7	Enhancing Individualized, Tier I Instruction through Class Size Reduction in Elementary and Secondary Schools	All	Yes	LEA-wide	All	All	Ongoing	\$ 6,002,401	\$ -	\$ 6,002,401	\$ -	\$ -	\$ -	\$ 6,002,401	0.000%
1	8	Enhancing College and Career Readiness for Unduplicated Students through Targeted Support and Mentoring	All	Yes	LEA-wide	All	High Schools	Ongoing	\$ 428,088	\$ -	\$ 4,000	\$ -	\$ -	\$ 424,088	\$ 428,088	0.000%
1	9	Comprehensive Capacity Building for Educators and Families in Support of Emergent Multilingual Learners (EMLs) Academic Achievement	EML Students	Yes	LEA-wide	English Learners	All	Ongoing	\$ 434,241	\$ 161,009	\$ 595,250	\$ -	\$ -	\$ -	\$ 595,250	0.000%
1	10	Enhance Targeted Support Systems for Language Acquisition and Interdisciplinary Literacy	EML Students	Yes	Limited	English Learners	All	Ongoing	\$ 925,606	\$ -	\$ 912,091	\$ -	\$ -	\$ 13,515	\$ 925,606	0.000%
1	11	Increase College and Career Readiness for Unduplicated Students through AVID Programs	All	Yes	LEA-wide	All	Secondary Schools	Ongoing	\$ 945,765	\$ 126,298	\$ 1,043,909	\$ 28,154	\$ -	\$ -	\$ 1,072,063	0.000%

1	12	Increasing College and Career Readiness for Unduplicated Students through CTE Programs	All	Yes	LEA-wide	All	Secondary Schools	Ongoing	\$ 366,544	\$ 130,500	\$ 315,161	\$ 181,883	\$ -	\$ -	\$ 497,044	0.000%
1	13	Expand College and Career Readiness for Unduplicated Students through Comprehensive PEAC Services	All	Yes	LEA-wide	All	Secondary Schools	Ongoing	\$ 594,022	\$ 60,500	\$ 654,522	\$ -	\$ -	\$ -	\$ 654,522	0.000%
1	14	Enhance Special Education Support for EML Students to Increase College and Career Readiness	EML Students	Yes	LEA-wide	English Learners	High Schools	Ongoing	\$ 287,759	\$ -	\$ 287,759	\$ -	\$ -	\$ -	\$ 287,759	0.000%
2	1	Enhance District Capacity to Provide Essential Mental Health Services to Improve Student Learning	All	Yes	LEA-wide	All	All	Ongoing	\$ 2,226,835	\$ 700,000	\$ 2,926,835	\$ -	\$ -	\$ -	\$ 2,926,835	0.000%
2	2	Improve Student Sense of Belonging and Connectedness to School with Targeted Prevention Support	All	Yes	LEA-wide	All	All	Ongoing	\$ 424,148	\$ 65,689	\$ 489,837	\$ -	\$ -	\$ -	\$ 489,837	0.000%
2	3	Strengthen Student Wellness Through Tiered Social-Emotional Curriculum to Support Instruction	All	Yes	LEA-wide	All	All	Ongoing		\$ 94,880	\$ 94,880	\$ -	\$ -	\$ -	\$ 94,880	0.000%
2	4	Build Support Staff Capacity at Schools to Improve Outcomes for EML Students in Special Education	EML Students	Yes	LEA-wide	English Learners	All	Ongoing	\$ 7,500	\$ 18,000	\$ 25,500	\$ -	\$ -	\$ -	\$ 25,500	0.000%
2	5	Enhance Social-emotional Learning, Behavior and Wellness Support by JHS and HS Intervention Coordinators Providing Targeted Tier II and Tier III Intervention	All	Yes	LEA-wide	All	Secondary Schools	Ongoing	\$ 418,556	\$ -	\$ 418,556	\$ -	\$ -	\$ -	\$ 418,556	0.000%
3	1	Enhance the School Climate Through Professional Learning and Cultural Celebrations	All	Yes	LEA-wide	All	All	Ongoing	\$ 100,391	\$ 76,351	\$ 113,742	\$ -	\$ -	\$ 63,000	\$ 176,742	0.000%
3	2	Increase Family Engagement and Support for Student Success	All	Yes	LEA-wide	All	All	Ongoing	\$ 1,602,320	\$ -	\$ 769,744	\$ -	\$ -	\$ 832,576	\$ 1,602,320	0.000%
3	3	Comprehensive Language Access and Support for Families and Students to Foster Academic Success	All	Yes	LEA-wide	All	All	Ongoing	\$ 711,770	\$ 277,000	\$ 657,885	\$ 330,885	\$ -	\$ -	\$ 988,770	0.000%
3	4	Create and Cultivate an Inclusive and Equitable School Culture to Improve Student Learning and Wellness	All	Yes	LEA-wide	All	All	Ongoing	\$ 36,185	\$ 65,815	\$ 10,000	\$ 92,000	\$ -	\$ -	\$ 102,000	0.000%
4	1	Implement School-Based Mentorship and Counseling Program to Improve Student Engagement	All	Yes	Schoolwide	All	La Cuesta Continuation High School and Alta Vista	Ongoing	\$ 52,747	\$ 167,558	\$ 1,011	\$ -	\$ -	\$ 219,294	\$ 220,305	0.000%
4	2	Develop and Implement a Comprehensive Plan to Provide School and Community Resources to Students to Prepare for College and Career	All	Yes	Schoolwide	All	La Cuesta Continuation High School and Alta Vista	Ongoing	\$ 238,205	\$ -	\$ 1,005	\$ 46,334	\$ -	\$ 190,866	\$ 238,205	0.000%
4	3	Improve Transportation Services for Students to Increase Attendance and Participation	All	Yes	Schoolwide	All	La Cuesta Continuation High School and Alta Vista	Ongoing	\$ 76,000	\$ 26,235	\$ 1,040	\$ 101,195	\$ -	\$ -	\$ 102,235	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 146,862,448	\$ 21,654,269	14.745%	0.000%	14.745%	\$ 23,211,544	0.000%	15.805%	Total:	\$ 23,211,544
								LEA-wide Total:	\$ 22,296,397
								Limited Total:	\$ 912,091
								Schoolwide Total:	\$ 3,056

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Build Educator & Administrator Capacity in Tiered-levels of Curriculum, Instruction, and Assessment for Students	Yes	LEA-wide	All	All	\$ 569,157	0.000%
1	2	Foster Collaboration Among Elementary Teachers in Professional Learning Communities to Enhance Tiered Student Support	Yes	LEA-wide	All	Elementary Schools	\$ 3,867,857	0.000%
1	3	Enhance Teacher Proficiency to Deliver High Quality Tier 1 ELA, ELD and Mathematics Instruction	Yes	LEA-wide	All	Elementary Schools	\$ 1,198,373	0.000%
1	4	Strengthen Tier 2 Instructional Support for Unduplicated Students with Curriculum Specialists	Yes	LEA-wide	All	All	\$ 2,026,865	0.000%
1	5	Implement Before & Afterschool Targeted Tier 2 and Tier 3 ELA & Math Intervention for Elementary and Secondary Students	Yes	LEA-wide	All	All	\$ 10,000	0.000%
1	6	Provide Comprehensive Tier 2 Math Instruction for Junior High School and High School Students	Yes	LEA-wide	All	Secondary Schools	\$ 214,164	0.000%
1	7	Enhancing Individualized, Tier I Instruction through Class Size Reduction in Elementary and Secondary Schools	Yes	LEA-wide	All	All	\$ 6,002,401	0.000%
1	8	Enhancing College and Career Readiness for Unduplicated Students through Targeted Support and Mentoring	Yes	LEA-wide	All	High Schools	\$ 4,000	0.000%
1	9	Comprehensive Capacity Building for Educators and Families in Support of Emergent Multilingual Learners (EMLs) Academic Achievement	Yes	LEA-wide	English Learners	All	\$ 595,250	0.000%
1	10	Enhance Targeted Support Systems for Language Acquisition and Interdisciplinary Literacy	Yes	Limited	English Learners	All	\$ 912,091	0.000%
1	11	Increase College and Career Readiness for Unduplicated Students through AVID Programs	Yes	LEA-wide	All	Secondary Schools	\$ 1,043,909	0.000%
1	12	Increasing College and Career Readiness for Unduplicated Students through CTE Programs	Yes	LEA-wide	All	Secondary Schools	\$ 315,161	0.000%
1	13	Expand College and Career Readiness for Unduplicated Students through Comprehensive PEAC Services	Yes	LEA-wide	All	Secondary Schools	\$ 654,522	0.000%
1	14	Enhance Special Education Support for EML Students to Increase College and Career Readiness	Yes	LEA-wide	English Learners	High Schools	\$ 287,759	0.000%
2	1	Enhance District Capacity to Provide Essential Mental Health Services to Improve Student Learning	Yes	LEA-wide	All	All	\$ 2,926,835	0.000%
2	2	Improve Student Sense of Belonging and Connectedness to School with Targeted Prevention Support	Yes	LEA-wide	All	All	\$ 489,837	0.000%
2	3	Strengthen Student Wellness Through Tiered Social-Emotional Curriculum to Support Instruction	Yes	LEA-wide	All	All	\$ 94,880	0.000%
2	4	Build Support Staff Capacity at Schools to Improve Outcomes for EML Students in Special Education	Yes	LEA-wide	English Learners	All	\$ 25,500	0.000%
2	5	Enhance Social-emotional Learning, Behavior and Wellness Support by JHS and HS Intervention Coordinators Providing Targeted Tier II and Tier III Intervention	Yes	LEA-wide	All	Secondary Schools	\$ 418,556	0.000%
3	1	Enhance the School Climate Through Professional Learning and Cultural Celebrations	Yes	LEA-wide	All	All	\$ 113,742	0.000%
3	2	Increase Family Engagement and Support for Student Success	Yes	LEA-wide	All	All	\$ 769,744	0.000%
3	3	Comprehensive Language Access and Support for Families and Students to Foster Academic Success	Yes	LEA-wide	All	All	\$ 657,885	0.000%
3	4	Create and Cultivate an Inclusive and Equitable School Culture to Improve Student Learning and Wellness	Yes	LEA-wide	All	All	\$ 10,000	0.000%

4	1	Implement School-Based Mentorship and Counseling Program to Improve Student Engagement	Yes	Schoolwide	All	La Cuesta Continuation High School and Alta Vista	\$	1,011	0.000%
4	2	Develop and Implement a Comprehensive Plan to Provide School and Community Resources to Students to Prepare for College and Career	Yes	Schoolwide	All	La Cuesta Continuation High School and Alta Vista	\$	1,005	0.000%
4	3	Improve Transportation Services for Students to Increase Attendance and Participation	Yes	Schoolwide	All	La Cuesta Continuation High School and Alta Vista	\$	1,040	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 27,922,259.00	\$ 29,778,562.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Build Educator & Administrator Capacity in Tiered-levels of Curriculum, Instruction, and Assessment for Students	Yes	\$ 1,172,000	\$ 1,185,915
1	2	Foster Collaboration Among Elementary Teachers in Professional Learning Communities to Enhance Tiered Student Support	Yes	\$ 3,140,100	\$ 3,734,849
1	3	Enhance Teacher Proficiency to Deliver High-Quality Tier 1 ELA and Mathematics Instruction	Yes	\$ 1,215,000	\$ 1,038,780
1	4	Strengthen Tier 2 Instructional Support for Unduplicated Students with Curriculum Specialists	Yes	\$ 2,156,686	\$ 2,037,575
1	5	Implement Before & Afterschool Targeted Tier 2 and Tier 3 ELA & Math Intervention for Elementary and Secondary Students	Yes	\$ 150,139	\$ 150,139
1	6	Provide Comprehensive Tier 2 Math Instruction for Junior High School and High School Students	Yes	\$ 675,000	\$ 547,000
1	7	Enhancing Individualized, Tier I Instruction through Class Size Reduction in Elementary and Secondary Schools	Yes	\$ 6,241,500	\$ 6,241,500
1	8	Enhancing College and Career Readiness for Unduplicated Students through Targeted Support and Mentoring	Yes	\$ 500,000	\$ 551,808
1	9	Comprehensive Capacity Building for Educators and Families in Support of Emergent Multilingual Learners (EMLs) Academic Achievement	Yes	\$ 432,500	\$ 796,000
1	10	Enhance Targeted Support Systems for Language Acquisition and Interdisciplinary Literacy	Yes	\$ 741,000	\$ 741,000
1	11	Increase College and Career Readiness for Unduplicated Students through AVID Programs	Yes	\$ 1,502,023	\$ 1,471,788
1	12	Increasing College and Career Readiness for Unduplicated Students through CTE Programs	Yes	\$ 431,000	\$ 477,474
1	13	Expand College and Career Readiness for Unduplicated Students through Comprehensive PEAC Services	Yes	\$ 705,369	\$ 787,344

1	14	Enhance Special Education Support for EML Students to Increase College and Career Readiness	Yes	\$ 238,000	\$ 258,398
2	1	Enhance District Capacity to Provide Essential Mental Health Services to Improve Student Learning	Yes	\$ 2,405,000	\$ 2,919,814
2	2	Improve Student Sense of Belonging and Connectedness to School with Targeted Prevention Support	Yes	\$ 229,965	\$ 289,109
2	3	Strengthen Student Wellness Through Tiered Social-Emotional Curriculum to Support Instruction	Yes	\$ 92,240	\$ 104,180
2	4	Build Support Staff Capacity at Schools to Improve Outcomes for Special Education Students	Yes	\$ 30,000	\$ 30,000
2	5	Enhance Social-emotional Learning, Behavior and Wellness Support by JHS and HS Intervention Coordinators Providing Targeted Tier II and Tier III Intervention	Yes	\$ 400,000	\$ 370,000
3	1	Comprehensive Coordination of Support and Interventions to Elevate Student Achievement	Yes	\$ 1,748,500	\$ 2,266,324
3	2	Enhance the School Climate Through Professional Learning and Cultural Celebrations	Yes	\$ 93,000	\$ 81,060
3	3	Increase Family Engagement and Support for Student Success	Yes	\$ 1,667,563	\$ 1,764,087
3	4	Comprehensive Language Access and Support for Families and Students to Foster Academic Success	Yes	\$ 1,199,248	\$ 1,181,210
3	5	Create and Cultivate an Inclusive and Equitable School Culture to Improve Student Learning and Wellness	Yes	\$ 284,000	\$ 280,782
4	1	Implement School-Based Mentorship and Counseling Program to Improve Student Engagement	Yes	\$ 194,100	\$ 194,100
4	2	Develop and Implement a Comprehensive Plan to Provide School and Community Resources to Students to Prepare for College and Career	Yes	\$ 97,417	\$ 97,417
4	3	Improve Transportation Services for Students to Increase Attendance and Participation	Yes	\$ 180,909	\$ 180,909

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 21,912,340	\$ 24,657,196	\$ 23,233,836	\$ 1,423,360	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Build Educator & Administrator Capacity in Tiered-levels of Curriculum, Instruction, and Assessment for Students	Yes	\$ 439,500	\$ 336,838.00	0.000%	0.000%
1	2	Foster Collaboration Among Elementary Teachers in Professional Learning Communities to Enhance Tiered Student Support	Yes	\$ 3,140,100	\$ 3,587,130.00	0.000%	0.000%
1	3	Enhance Teacher Proficiency to Deliver High-Quality Tier 1 ELA and Mathematics Instruction	Yes	\$ 1,215,000	\$ 981,014.00	0.000%	0.000%
1	4	Strengthen Tier 2 Instructional Support for Unduplicated Students with Curriculum Specialists	Yes	\$ 2,156,686	\$ 2,037,575.00	0.000%	0.000%
1	5	Implement Before & Afterschool Targeted Tier 2 and Tier 3 ELA & Math Intervention for Elementary and Secondary Students	Yes	\$ 100,139	\$ 100,139.00	0.000%	0.000%
1	6	Provide Comprehensive Tier 2 Math Instruction for Junior High School and High School Students	Yes	\$ 675,000	\$ 547,000.00	0.000%	0.000%
1	7	Enhancing Individualized, Tier I Instruction through Class Size Reduction in Elementary and Secondary Schools	Yes	\$ 6,241,500	\$ 6,241,500.00	0.000%	0.000%
1	8	Enhancing College and Career Readiness for Unduplicated Students through Targeted Support and Mentoring	Yes	\$ 20,000	\$ 20,000.00	0.000%	0.000%
1	9	Comprehensive Capacity Building for Educators and Families in Support of Emergent Multilingual Learners (EMLs) Academic Achievement	Yes	\$ 432,500	\$ 796,000.00	0.000%	0.000%
1	10	Enhance Targeted Support Systems for Language Acquisition and Interdisciplinary Literacy	Yes	\$ 741,000	\$ 741,000.00	0.000%	0.000%
1	11	Increase College and Career Readiness for Unduplicated Students through AVID Programs	Yes	\$ 1,502,023	\$ 1,471,788.00	0.000%	0.000%
1	12	Increasing College and Career Readiness for Unduplicated Students through CTE Programs	Yes	\$ 278,000	\$ 306,032.00	0.000%	0.000%
1	13	Expand College and Career Readiness for Unduplicated Students through Comprehensive PEAC Services	Yes	\$ 705,369	\$ 787,344.00	0.000%	0.000%
1	14	Enhance Special Education Support for EML Students to Increase College and Career Readiness	Yes	\$ 238,000	\$ 258,398.00	0.000%	0.000%
2	1	Enhance District Capacity to Provide Essential Mental Health Services to Improve Student Learning	Yes	\$ 2,254,000	\$ 20,500.00	0.000%	0.000%
2	2	Improve Student Sense of Belonging and Connectedness to School with Targeted Prevention Support	Yes	\$ 229,965	\$ 289,109.00	0.000%	0.000%
2	3	Strengthen Student Wellness Through Tiered Social-Emotional Curriculum to Support Instruction	Yes	\$ 92,240	\$ 104,180.00	0.000%	0.000%
2	4	Build Support Staff Capacity at Schools to Improve Outcomes for Special Education Students	Yes	\$ 30,000	\$ 30,000.00	0.000%	0.000%

2	5	Enhance Social-emotional Learning, Behavior and Wellness Support by JHS and HS Intervention Coordinators Providing Targeted Tier II and Tier III Intervention	Yes	\$	400,000	\$	370,000.00	0.000%	0.000%
3	1	Comprehensive Coordination of Support and Interventions to Elevate Student Achievement	Yes	\$	1,614,000	\$	2,130,718.00	0.000%	0.000%
3	2	Enhance the School Climate Through Professional Learning and Cultural Celebrations	Yes	\$	93,000	\$	18,060.00	0.000%	0.000%
3	3	Increase Family Engagement and Support for Student Success	Yes	\$	994,563	\$	1,019,919.00	0.000%	0.000%
3	4	Comprehensive Language Access and Support for Families and Students to Foster Academic Success	Yes	\$	895,124	\$	870,105.00	0.000%	0.000%
3	5	Create and Cultivate an Inclusive and Equitable School Culture to Improve Student Learning and Wellness	Yes	\$	146,000	\$	146,000.00	0.000%	0.000%
4	1	Implement School-Based Mentorship and Counseling Program to Improve Student Engagement	Yes	\$	8,000	\$	8,000.00	0.000%	0.000%
4	2	Develop and Implement a Comprehensive Plan to Provide School and Community Resources to Students to Prepare for College and Career	Yes	\$	4,208	\$	4,208.00	0.000%	0.000%
4	3	Improve Transportation Services for Students to Increase Attendance and Participation	Yes	\$	11,279	\$	11,279.00	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 147,015,903	\$ 21,912,340	0.000%	14.905%	\$ 23,233,836	0.000%	15.804%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, Emergent Multilingual Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should cause an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, Emergent Multilingual Learners, including long-term Emergent Multilingual Learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term Emergent Multilingual Learners as a separate and distinct pupil subgroup with a numerical significance of 15 students.
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, Emergent Multilingual Learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - o If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - o For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - o If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student

groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, Emergent Multilingual Learners Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the Emergent Multilingual Learners parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.
School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.
Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.
An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
 - (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
 - An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, Emergent Multilingual Learners, including long-term Emergent Multilingual Learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- o Indicate the school year to which the baseline data applies.
- o The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, Emergent Multilingual Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, Emergent Multilingual Learners, including long-term Emergent Multilingual Learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For Emergent Multilingual Learners and Long-Term Emergent Multilingual Learners

- LEAs with 30 or more Emergent Multilingual Learners and/or 15 or more long-term Emergent Multilingual Learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more Emergent Multilingual Learners and 15 or more long-term Emergent Multilingual Learners, the LEA must include actions for both Emergent Multilingual Learners and long-term Emergent Multilingual Learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, Emergent Multilingual Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term Emergent Multilingual Learners are included in the Emergent Multilingual Learners student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, Emergent Multilingual Learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, Emergent Multilingual Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, Emergent Multilingual Learners, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are

foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, Emergent Multilingual Learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

- o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, Emergent Multilingual Learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

- This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- o This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - o This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).